



## PUPIL PREMIUM SUMMARY REPORT 2016 – 17

### Background and Rationale:

The Pupil Premium is additional funding, allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The total amount of Pupil Premium funding for the financial year 2016/17 was £256,645  
In the previous financial year 2015/16 the funding was £203,405

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

St Mary's & St John's CE School is a Christian community in which our vision is guided by our belief that 'Everything is possible' (Matthew 19.26). We have high expectations for all our pupils and inspire, guide and support them to achieve their potential. Our work in relation to the Pupil Premium will be reviewed regularly to ensure it is having the intended impact in narrowing the gaps.

The Department for Education has given schools the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs: 'It is for schools to decide how the Pupil Premium is spent, since they are to best placed to assess what additional provision should be made for the individual pupils within their responsibility'. However, we are accountable for the use of this specific additional funding.

School Context:	
Total number of pupils on roll (Reception to Year 9):	932
Total number of pupils eligible for PPG	216 (130 Primary; 86 Secondary)
Percentage of pupils eligible for PPG	28%
Amount of PPG received per pupil	<ul style="list-style-type: none"><li>• Primary FSM6: £1320</li><li>• Secondary FSM6: £935</li><li>• Adopted from Care: £1900</li><li>• LAC 0 (budget with Virtual Head)</li></ul>

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<b>How the grant was spent 2016 – 17</b>	
<b>Lower School</b>	
5 minute box	£1600
Primary talk / Talk Boost' Speaking and Listening Intervention resources, Teacher and TA training	£1600
Parent Counselling	£150
Additional numicon and teacher training	£2500
Paiwand's Education project	£700
Author visits, Creativity week, Science week, Christmas panto for EYFS, KS1 and KS2	£4500
Number Count	£2500
Jigsaw	£1000
Library	£1000
<b>Middle School</b>	
KS3 revision guides for core subjects	£1450
Subject LSAs training for interventions, small group withdrawal teaching	£4000
Homework club staffing	£4000
Inner Drive workshops	£800
Learning Ladders	£3301
Summer School	£2000
<b>Lower &amp; Middle School</b>	
Subsidising school visits and curriculum related activities	£7500
Training in peer mentoring in key year groups	£2500
Health & Emotional Well-Being Service	£9000
Specific intervention & support programmes across year groups	£22,000
Learning Mentor Support, social skills groups and SEN interventions including additional Educational Psychology sessions and school-funded Speech and Language.	£72,000
Additional teaching assistant support for increased numbers of pupils	£55,416
Pavillion Study Centre	£3925
External training courses developing teaching/leadership	£14,500
BPSI training and support	£20,703
Breakfast club PP subsidising	£3000
Learning Resources	£15,000
<b>Total Spend:</b>	<b>£256,645</b>

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## PUPIL PREMIUM ANALYSIS OF RESULTS 2016 -17

### Pupil Premium Analysis 2016 / 2017

#### Primary

Year 2	Count	W - ATT	R -ATT	M- ATT	W - PROG	R- PROG	M- PROG
All	88	67	70	76	94	93	97
PP	14	50	64	71	93	86	93
Non-PP	74	70	69	77	95	95	97

#### Summary of Performance and Progress:

- The Pupil premium group makes up 16% of the year group. Of which, 21% are SEN, 64% are EAL and there is 1 LAC child.
- **WRITING** - PP significantly below non PP by 20% –PROGRESS -; PP are in line with on non PP;
- **READING** - PP slightly below by 4% on non PP. PROGRESS Gap has closed between PP and non PP – now in-line;
- **MATHS** - PP below non PP by 6% ; PROGRESS - PP slightly below non PP by 4%

#### Year 1 phonics

Phonics pass mark was up on last year 81% of Year 1 passed this year. Huge improvement of 18% on last year's Pupil Premium.

PP (16)	75%
NON PP (74)	82%

- 4 out of 16 pupil premium children did not pass the phonics test; 1 child was SEN (ASD), 2 children were new to SMSJ and English, 1 child missed the pass mark by 1 mark.

#### What has worked this year:

	Impact
Support Teacher: Year 3 and Year 4 Reading, comprehension, spelling and precision teaching for writing.	Spelling progress average on 14 points progress. Reading and comprehension progress 5 points.  Reading: PP +5% on non PP for progress. Attainment needs to be monitored. Writing: PP has increased greatly now +13% on non PP. Attainment PP are below non PP by 16%
Support Teacher: Year 2 reading and comprehension.	Focus children were identified to ensure that that the children meet end of KS1 targets.

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	<p>Of the 10 Pupil Premium excluding SEN or New to English. 7% Met, 2% Mastering and 1% Working towards end of Key Stage 1 expectations in reading.</p> <p>See Year 2 SATS data above.</p>
Project X - Use of LSAs	Excellent progress made by all children who access this intervention. Average increase of 17 months in reading age and 16 months for phonics age over a period of 5 months.
1 <sup>st</sup> Class @ Number - Use of LSAs	Targeted children are making good progress post-test average 12- 25 months progress over a period of 4 months
Paiwand Saturday school	Parents feel supported by the as they have access to free ESOL lessons as well as some extra academic support for the children.
LSAs providing 5 min box in English and Math	Short sharp intervention focussing on phonics, key words and reading. Maths focus is basic early number work. All children accessing this make good progress. For those who have not we have investigated if there are additional needs.
After school clubs / Authors/ creativity week/ access to trip and residential	Selection of PP children spoken to about the new library, the Author visit and open day. They all were very positive and would like to have other Authors in school each year. Enjoyed showing their parents around the school and what they have done. Children who would not have had access to the residential trips were able to attend with some financial support. By targeting a free after school club this ensured that PP children had access to a club without having a cost implication.

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**Progress in Vulnerable Groups (Years 5-10)**

**Key Stage 2**

**Year 5 initial assessments compared to SATs data**

% meeting/exceeding expected standard	Reading	Writing	Maths
Non-PP/PP	81/59	89/64	84/50
Gap change	+24	+3	+9

Summary of effective use of funding	Identified areas for development 2017-18
Students received English and Maths revision guides to support work at home in weeks prior to SATs. Gaps have closed significantly in reading and writing.	This will be continued this year but the guides will be purchased slightly earlier so that students can receive support in class in using them effectively.
Small group intervention sessions took place throughout the year with borderline students using additional LSA support (Disadvantaged students were prioritised for this support as it was linked to their funding). Easter revision classes were also effective in boosting performance of key groups and will continue.	Attainment in Maths was lower than expected across the cohort, which has widened the attainment gap. Appropriate classroom and intervention strategies will be put into place by Y6 teachers and phase leaders to address this for the whole cohort. Could booster classes start earlier in the year?
Students were all given refreshments before exams to ensure that they could perform at their best.	

**Catch-up Group (Year 7 only)**

The literacy and numeracy catch-up premium provides additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of Key Stage 2.

Of these students (using end of year examination data):

- **70%** are now meeting age-related expectations in English
- **57%** are now meeting age-related expectations in Maths
- **15%** of these students are also SEN, and so may not be capable of achieving age-related expectations.

Summary of effective use of funding	Identified areas for development 2017-18
Nurture group students received English and Maths in very small classes with a dedicated teacher, to allow a personalised approach and increased 1:1 support for the weakest students.	Success maker was used to provide personalised tuition in English and Maths which adapted to learners' responses but is no longer available – we will need to seek a replacement intervention to support students in supervised study time.  Review whether interventions can take place earlier for this group e.g. summer school, to ensure they are secondary-ready.
Students not in nurture group benefited from small class sizes and LSA support in lessons enabling teachers to personalise their learning.	Review Maths provision in nurture group to bring attainment closer to figures for English.

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### Key Stage 3 & 4

	English	Maths	Science
Key Stage 3 (tracks performance from beginning of Year 7 to end of Year 8)			
% meeting/exceeding expected standard (non-PP/PP)	82/82	78/82	81/89
Gap change %	+5	0	+11
Key Stage 4 (tracks performance from start of Year 9 to start of Year 10)			
% meeting/exceeding expected standard (non-PP/PP)	79/77	72/55	83/73
Gap change %	+18	+5	-13

Summary of effective use of funding	Identified areas for development 2017-18
Although gaps still exist, progress is being made towards closing them with gains seen in each core subject in some assessment points. This is not yet consistent due to the changing nature of content assessed at each point and the strategies used.	As PAMs do not always know next steps for each subject, we will pilot intervention comments on reports to explain to parents what students need to do to make progress in all subjects where they are underachieving from one AP to the next. Parent feedback will be gathered over the year.
When analysing gap changes, it is important to note that Year 9 students are assessed using our internal flightpath model, whereas Year 10 student assessments are based on GCSE grades and targets which makes comparisons more challenging.	Meetings with HODs will be held after each assessment point, using the data to identify effective interventions for particular students/groups to then inform their department's teaching and learning strategies.
	Science department to invest in an online textbook and homework system to ensure that PP students have access to effective revision and exam skills resources.
Academic review days received overwhelmingly positive feedback from parents, breaking down attainment barriers for Disadvantaged students by ensuring that parents know how to support them at home and can understand the information sent home from school.	Home resources survey will be repeated to find out which support strategies have been useful in addressing gaps in provision for learning at home, and to identify new gaps so that strategies can be put into place. Homework club will be compulsory and Disadvantaged students who have a poor track record of completing homework will be prioritised.
All underachieving students have been discussed regularly at PAS meetings, Disadvantaged students prioritised for any funded interventions and homework interventions. HoY and PAMs are aware of students causing concern and are able to intervene pastorally to support them.	Science and Maths phase leaders have been appointed who will focus on raising the attainment of Key Stage 3 students including Disadvantaged learners through appropriate departmental strategies.
	Look to increase learning mentor support hours as school grows and strengthen links with outside agencies to support the most vulnerable students.
All students have access to revision guides at home for the core subjects and have been purchased copies of the core English Literature texts.	Y7 AP4 data suggests widening gaps, probably because this is a summative judgement of the year's work so students who do not revise effectively are impacted more greatly than their peers. Students are trained on revision tactics during PSHCEE – review effectiveness and introduce parent support on creating an

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	effective learning environment. PowerPoints from the student sessions will be available on the website and parent information sessions on revision strategies will be piloted.
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**Proposed Pupil Premium Spend 2017 -18**

<b>Lower School</b>	
Playground equipment	£3000
Primary talk / Talk Boost' Speaking and Listening Intervention resources, Teacher and TA training	£2560
Parent Speaker	£900
Music tuition (LAC)	£1000
Paiwand's Education project	£1500
Author visits, Creativity week, Science week, Christmas panto for EYFS, KS1 and KS2	£5000
1st Class Number training	£1000
Jigsaw	£500
Library	£1000
Learning Resources	£7500
Subsidising school visits and curriculum related activities	£2250
<b>Middle School</b>	
KS3 revision guides for core subjects & English literature GCSE text books	£3292
Subject LSAs training for interventions, small group withdrawal teaching	£2000
Homework club staffing	£3000
Weekly Pastoral team meetings (staff time)	£5000
Data Manager	£35,000
Small group intervention classes	£30,000
Academic Review Days	£1000
Subsidising school visits and curriculum related activities	£3250
Learning Ladders	£3301
Delivery of parent information sessions	£1000
Year 9 & 10 career services	£2000
First Story	
Researchers in schools programme	£1000
Art therapy	£1500
Project resources & Enabling Enterprise	£10,000
Year 6 revision guides	£500
Easter Revision Classes	£1000
Year 5 & 6 homework club	£2000
SATs Breakfast	£500
<b>All-Through</b>	
Success Maker (licence & training)	£3000
Health & Emotional Well-Being Service	£9000
Specific intervention & support programmes across year groups	£30,000
Learning Mentor Support, social skills groups and SEN interventions including additional Educational Psychology sessions and school-funded Speech and Language.	£60,000
Pavillion Study Centre	£12,000
External training courses developing teaching/leadership	£5,000
BPSI training and support	£14,229
Breakfast club PP subsidising	£8925
Learning Resources	£12,813
<b>Total Spend:</b>	<b>£286,520</b>

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