

St Mary's Church of England (A) Primary School

Every Day Matters



Pupil Premium Statement 2018-2019

Pupil Premium funding was introduced by the Coalition Government in April 2012. Pupils qualify as being eligible for Pupil Premium funding at St Mary's Church of England (A) Primary School, if they are in Reception to Year 6 and satisfy at least one of the following-

They have received Free School Meals at any point in the last 6 years.

They are now or have been previously in the care of the Local Authority.

They are children of Service Personnel.

This means that the school receives additional funding for your child.

Why has Pupil Premium been introduced? Pupil Premium (PP) funding has been allocated to schools so that they can address the achievement differences between pupils who are eligible for Pupil Premium and those who are not. The average achievement of this group of pupils, nationally, is typically lower than the remainder of the cohort and we strive

to diminish this difference in academic achievement. We strive to increase progress in learning. It is the best way to address currently underlying inequalities. The school is charged with allocating this money (that is additional to main school funding) to maximise pupil achievement; as they are best placed to assess what additional provision their pupils need.

Pupil Premium Funding Information For Academic Year 2018 to 2019

<i>School Name</i>	St Mary's Church of England Primary School
<i>Number of pupils on roll in school</i>	66
<i>Number of pupils eligible for Pupil Premium Funding</i>	9 Pupils 5.9% (6%)
<i>Date Pupil Premium Statement Review</i>	February 2019
<i>Staff and Governor responsible for Pupil Premium Pupils</i>	Mrs C Hill – Headteacher Mrs E Furnival (Chair of Governors)
<i>Total Pupil Premium budget allocated to school 2017-2018</i>	£11,560
<i>Total Pupil Premium budget allocated to school 2018-2019</i>	£19,760

In 2018 we received a total Pupil Premium grant of £ 19,760

Attainment and Progress explanation for table below –

*In our assessment system a score of 3 indicates a child is currently working confidently at expected level for their age related expectation. A 4 is working towards and a 2/1 is expected plus (greater than expected and moving towards greater depth which is an exceptional level).

**Within a year children are expected to make 3 bands of progress. At the beginning of the year you would expect a progress score of -2, -1 by the spring term and 0 in the summer term indicating good progress. A score of 0 indicates where pupils have already achieved their target.

Current Attainment	Pupils eligible for Pupil Premium Funding in School	Pupils not eligible for Pupil Premium Funding in School
Percentage achieving a Good Level of Development by end of EYFS (Reception Year)	1 pupil - 100%	100%
Percentage achieving the required standard in Y1 Phonics test	N/A (Currently no PP pupils in Year 1)	N/A (Currently no PP pupils in Year 1)
Percentage achieving expected/above standards in reading KS1 (measured at end of Year 2)	100%	75%
Percentage achieving expected/above standards in writing KS1 (measured at end of Year 2)	100%	50%
Percentage achieving expected/above standards in maths KS1 (measured at end of Year 2)	100%	66%
Percentage achieving expected/above standards in reading KS2 (measured at	67%	90%

end of Year 6)		
Percentage achieving expected/above standards in writing KS2 (measured at end of Year 6)	67%	80%
Percentage achieving expected/above in maths KS2 (measured at end of Year 6)	67%	90%
**Whole School Progress scores in reading	0.7	-0.1
Progress scores in writing	-0.5	-0.2
Progress scores in maths	-0.5	-0.3

*Average attainment scores for Pupil Premium children across the Year Groups		
Year 1 and 2		
Year 2 and 3		
Year 5 and 6		
Reading	Writing	Maths
3.0	3.0	3.0
2.0	2.0	3.0
4.0	4.2	4.0

--	--	--

We have spent our Pupil Premium funding on :-

A variety of intervention strategies for children at risk of underachievement in order to boost progress in English and Maths.

Educational visits and out of school hours activities subsidised or paid for (including residential trips)

Music lessons

Target	Action	Success will depend upon -	Staff Lead
<i>High quality teaching and learning</i>	Specialist staff and maths champion to deliver high quality maths intervention . Over learning and gap filling to be the focus areas for teaching. Target for stretch and challenge for academically able pupil also.	Rigorous assessment to monitor the impact of intervention on attainment and progress. Links to staff professional development objectives. Develop open ended purposeful problem solving to allow for application of skills both in English and Maths. Lesson observations and learning study outcomes. Pupil voice. Data analysis.	HD, SG, JF, HM
<i>To broaden life experiences and enrichment opportunities (building self-belief and confidence)</i>	To strive to remove internal and to a degree external barriers to learning though a nurture based approach to teaching and learning. For staff to develop strong relationships with children and through pastoral care and positive reinforcement build self confidence and self-esteem. Take part in a range of experiences and	Early identification of support. Regularly review and monitor progress and impact of events. Staff informal discussions, parent consultation evenings. Pupil voice. Qualitative data measured.	SLT All staff

	<p>enrichment days.</p> <p>Children and parents to fully engage with school and take part and contribute to the wider school context</p> <p>Chosen to participate in school sports tournaments and a range of sports and non-sports based after school clubs.</p>		
<p><i>Diminishing the difference in academic attainment for PP Year 6 and Year 2 pupils between them and their peers</i></p>	<p>Precise teaching intervention sessions to commence September 2018.</p> <p>For disadvantaged pupils in Year 2 and 6 in preparation for SATs year and tests. To gain and consolidate knowledge, skills and understanding – to raise attainment levels. To reduce the gap between themselves and their non PP peers.</p> <p>SATs booster to continue from January 2019 as additional and after school sessions.</p>	<p>Assessment data reviews on a regular basis. Frequent collaborative meetings with staff to discuss qualitative and quantitative data and overall impact.</p>	<p>SLT, NY, SG</p>
<p><i>Widen curriculum experiences to develop a love of music and ability to play an instrument</i></p>	<p>Funded weekly violin sessions. Children will be given the opportunity to learn how to play the violin. Basic music theory and notation – part of sessions. Children will learn to play and sing to allow them to perform in an end of year performance.</p> <p>Play within a small group, individually or whole class situation.</p>	<p>Pupil voice.</p> <p>Enjoyment of sessions and confidence levels and ability in playing and performing.</p>	<p>Beth Hughes</p>

