**St. Margaret Mary’s Roman Catholic Primary School** 

**Pupil Premium Impact Report 2018-2019**

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| Number of pupils on roll | 360 |
| Number of pupils eligible | 80 |
| % of pupils eligible | 21% |
| Total PP received | £95,826 |

**Identified barriers to educational achievement**

St. Margaret Mary’s RCPS has identified the following barriers for some of the pupils currently in receipt of Pupil Premium:

* Access to language – especially from a lack of exposure to books
* Access to extra -curricular activities – Enriching experiences such as educational visits, music tuition
* Attendance & punctuality
* Communication – a lack of quality social communication with adults and peers
* Emotional well-being -pupils with specific social and emotional needs which affect their learning
* Access to a sufficient, healthy breakfast and mid-morning snack
* Support for learning at home

**Rationale for expenditure**

As identified in the 2017-18 impact report, accelerated progress is required for PP pupils in both Key Stage 1 and 2 – Years 2, 5 & 6 specifically, with a focus on both low and high attaining PP pupils. Additional TA hours have been allocated to provide further support to PP children across the age phases in both classes & outside of conventional school hours, including Breakfast Booster Clubs & Homework/Revision Clubs.

A particular focus also includes in-class support for PP children with specific learning needs. The funding also allows the school to afford to pay for educational visits, Outdoor Residential trips, after-school enrichment clubs, MfL and music tuition. In doing so we are able to provide wider learning opportunities, life experiences and enrich the lives of these children, as well as ensuring that their academic attainment & progress is the very best that it can be & in-line with their peers. This personalised & focused curriculum builds confidence & provides the best grounding possible for all. St Margaret Mary’s has allocated funding to pay for these additional expenses throughout the academic year. We are also aware of the high importance of attendance & how this is crucial to ensuring pupils are able to achieve. From this we – subsidise amongst other things a breakfast for PP children, as well as paying for additional catering staff to support this. This has been found to have a real impact upon improving attendance& allowing us to meet our targets, as well as providing pastoral support. In using PPG funding to support our PP pupils & families we are making a significant impact on the social and emotional wellbeing these families & will continue to maintain this in 2017-2018. Educational Psychologist & Speech & Langauge Therapy sessions for PP SEND pupils has also been identified & allocated for the coming year, to support the school in ensuring that these children are receiving appropriate funding and support.

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| **Area of spend** | **Focus** | **Total allocation** |
| Better Reading Recovery TA  5 afternoons per week  Resources needed to deliver programme | Outcomes of pupils  Teaching and Learning – Reading and communication | £10,500 |
| Additional Teaching Support | Outcomes of pupils  Teaching and Learning - English and Maths | £35,000 |
| Additional TA support in classes | Outcomes of pupils  Teaching and Learning - English and Maths | £45,000 |
| Additional Specialist Teaching (MFL/Music) | Outcomes of pupils  Teaching & Learning  Personal Development, Behaviour & Welfare | £7,000 |
| English, Maths & EYFS Consultant | Outcomes of pupils  Teaching and Learning – reading, writing & mathematics | £7,500 |
| Additional Tuition (Eng & Maths) | Outcomes of pupils  Teaching and Learning - English and Maths | £5,000 |
| Subsidise breakfast clubs & mid-morning snack  Provide additional staff hours to prepare, serve & supervise | Personal Development, Behaviour and Welfare | £2500 |
| Access to After-School Clubs for all PP  3 evenings per week  1 x teacher  4 x TAs | Outcomes of pupils  Teaching and Learning - English and Maths  Personal Development, Behaviour and Welfare | £5,500 |
| Educational visits  Y6 Residential Trips - Hinning House in the Lake District  Subsidise Educational Visits & Enrichment across all year groups | Personal Development, Behaviour and Welfare  Outcomes of pupils  Teaching and Learning – all subjects | £6,000 |
| Breakfast club & Booster Interventions  5 mornings per week  4 x TAs | Personal Development, Behaviour and Welfare | £3, 420 |
| SLA for Educational Psychologist | Personal Development, Behaviour and Welfare  Outcomes of pupils  Teaching and Learning – all subjects | £5,500 |
| 1 x Speech & Language Therapist to provide 3 afternoons a week targeted interventions | Personal Development, Behaviour and Welfare  Outcomes of pupils  Teaching and Learning – English & Mathematics | £4,000 |
|  | **Total PPG received** | £95,826 |
| **Total expenditure** | £136,920 |
| **PPG remaining** | -£41,094 |

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| **Area of spend** | **Intended Outcomes** | **Actions** | **Impact** |
| English, Maths & EYFS Consultant x10 days | * Improved attainment outcomes in Reading, writing & maths for high and low attaining PP pupils in EYFS, Years 2, 5 & 6 * Improved engagement of Pupil Premium children with their work * Diminish the difference between Pupil Premium pupils and others * To provide a stimulating, engaging, text-rich curriculum which excited and engages * Staff Training & CPD for staff to improve the teaching of reading & writing to enrich the curriculum & engage reluctant writers. * Use of Staff Training to extend higher attaining children * Prepare pupils for future learning in order to build confidence and establish higher lever starting points for the next academic year * We will maintain writing outcomes at Key Stage & Key Stage 2 to be more in line with Reading and Maths * We will aim to Increase the number of Greater Depth writers working through Key Stage 1 & Key Stage 2 * Pupils will feel equipped to be able to approach greater depth levels of work across the curriculum * Provide writing opportunities in other subjects * Children to build and establish a bank of varied and ambitious vocabulary in their writing | * English, Mathematics & EYFS Co-ordinators to carefully map-out the delivery of the curriculum alongside consultants & staff & monitor the impact and outcomes of pupils with HT * Carefully choose & ensure that the reading texts are engaging, challenging, age appropriate & current/exciting. * Improve & enhance classroom libraries with exciting, engaging & current texts * English Co-ordinator to provide Consultant with joint partnership & school priorities * Mathematics Coordinator to work with Consultant as Teacher of Excellence & liaise with Teaching School Alliance * SLT to meet with classteachers termly, alongside SEND Co at pupil progress meetings – discussion regarding individual pupils including those in receipt of PP and how booster sessions could improve outcomes * SLT and class teachers to focus upon the needs of all pupils & adjust teaching to cater for these * All staff to regularly review class groupings and liaise with * Data analysis at each milestone to identify pupils whose progress is causing concern and to review successes | * **The number of children gaining ARE and GD was at least in line with and in cases above the national average.**   **The % of children achieving the national expected standard or higher in reading, writing & maths is 78%. This is above the national disadvantage figure of 62%, & in-line with the overall school figure of 80%.**   * **Achievement in reading @KS2 was 80% of children achieved the expected standard or above - this is 16% higher than the national disadvantaged figure & in-line with the national non-disadvantaged figure of 78%. 43% of Disadvantaged children achieved the higher standard compared to the national figure of 17%.** * **Achievement in writing @ KS2 was 93% of children achieved the expected standard, this is 11% higher than national disadvantaged figure & above the national figure of 68%. 21%** of pupils achieved the **higher standard**, which is in line with the national figure. * Achievement in **mathematics** @ **KS2** was 92.9**%** of PP/disadvantaged children achieving the **expected standard,** this is 25% higher than the national disadvantaged figure & also higher than the non-national disadvantaged figure. This is also above the overall school figure. 57**%** of PP/disadvantaged pupils achieved the **higher** **standard** in **mathematics**. This is also above the national benchmark for similar pupils. * In **KS1 67%** of disadvantaged pupils met the **expected reading standard**. This is slightly lower than the non-disadvantaged pupils in the school. * In **KS1 67%** of disadvantaged pupils met the **expected** **writing standard**. This is slightly lower than the non-disadvantaged pupils in the school. * In **KS1 67%** of disadvantaged pupils met the **expected** **mathematics standard**. This is also slightly lower than the non-disadvantaged pupils in the school. * **Reading, Writing & Maths** combined for PP children @**KS1** was 67%.      * In 2019, Year 6 disadvantaged/PP pupils made good progress. The **writing progress** **score is** 0**.37** in-line with other pupils with similar prior attainment nationally. * The **reading progress score is -0.48** in-line with the national figure for disadvantaged pupils. * The **mathematics progress score is 3.39** considerably higher than the national figure for disadvantaged pupils. * Successful moderation of writing in KS1 and KS2- all teachers assessments deemed accurate by external Literacy Consultant * School data indicates that PP children are making consistently very good progress and are overall attaining at least in line with expected standard and in most occasions, above and outperforming other children. * In Y1 75% of PP children made expected progress, with just 2 pupils below ARE in writing. * In Y3 86% of PP made expected progress & are meeting at least ARE in all core subjects, with 1 child below. * In Y4, 90% of PP children made expected progress & are making at least ARE in all core subjects, with 2 pupils below ARE. * In Y5, 85% of PP children made at least expected progress & are making at least ARE in all core subjects, with 1 pupil below. |
| **Area of spend** | **Intended Outcomes** | **Actions** | **Impact** |
| Better Reading Recovery teacher  5 afternoons per week  Resources needed to deliver programme | * To accelerate progress & diminish the difference between PP Pupils & others in reading. * Increase pupil confidence in reading * Improve fluency of reading * Improve competency of retrieval & reading skills. * Pre-teaching in order for children to meet end of year expectations | * Targeted children to complete a term of intensive reading intervention * Assessments both prior to starting and also on completion to monitor progress * English Co-ordinator and class teacher to ensure that regular feedback is given and any necessary follow-up actions are put into place | * 88% of PP children achieved the expected standard in Phonics, although this is a small percentage for the year group. * In Year 2, 67% of children achieved the expected standard in Reading [2 out of 3]. * In Year 3 86% of children are meeting ARE in reading. * In Y4 90% of pupils are meeting ARE in reading. * In Y5 85% of pupils are meeting ARE in reading. * Training has been provided for TAs to deliver reading recovery interventions enabling individual children to be targeted outside of class. |
| **Area of spend** | **Intended Outcomes** | **Actions** | **Impact** |
| Additional TA support in classes providing a range of support & interventions | * Provide support within lessons for Pupil Premium Pupils to improve understanding of learning in core subjects of reading, writing & mathematics. * Enable priority activities for pupils unable to complete reinforcement at home. * Provide consolidation of concepts in writing units, grammar, spelling, calculation strategies & reading, with time for application of this. * Provide confidence & boost self-esteem of pupils to support progress & attainment. * Small group/1:1 Interventions planned to cater for individual needs of Pupil Premium Pupils, including reading, spelling, speech & language, maths & handwriting. * Provide pre-teaching opportunities to prepare pupils for lessons & future learning in order to build confidence and give higher level starting points to learning. * Priority reading with TAs if pupils are unable to read at home * Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress | * TA timetables carefully planned by SLT/classteachers * Clear communication between staff to ensure targeted support (including SENCO & SLT) within & outside of lessons. * Clear communication outlining key learning needs & high expectations. * Careful planning to make best use of TA interactions with PP pupils incl; Breakfast Booster, morning work, registration & afternoon interventions (Timetabling). * Close regular tracking of the progress that is made, passing-on key assessment information. * SENCO monitors & observes interventions, providing regular feedback regarding targets, strategies, next steps & use of resources * Close communication between TAs, teachers and SLT to track pupils with concerning attendance and/or punctuality. | * Interventions are well matched to the needs of individual pupils. **In EYFS 100%** of children achieved **GLD, for 2019**. [N.B. A small statistical group of 4]. * **88%** achieved the expected standard in Phonics, remaining above national trends * Effective deployment of support staff has impacted on accelerated progress of pupils in key year groups. * PP children are now more in line with other children and outperforming them in many instances. * Planning is personalised to individual & group needs & delivered to children by the TAs. This has impacted upon the outcomes of PP children in EYFS, KS1 & KS2 * Overall progress scores are above, well-above or in some cases in-line with the national average in all core areas of Reading, Writing & Maths at KS2/Y6 * Overall progress scores are well-above the national average in maths at KS2 & in-line in writing & reading. * In KS2, the proportions of PP children making the expected standard in R,W & M combined were higher than national figures for both disadvantaged & non-disadvantaged pupils. |
| **Area of spend** | **Intended Outcomes** | **Actions** | **Impact** |
| Additional Teaching Support | * **Deployment of additional teaching support to provide targeted support for staff & Pupil Premium Pupils.** * **Including small group sessions that ensure PP pupils are at least in-line with their peers at the end-of Early Years, Key Stage One & Key Stage Two.** * **Targeted support & planning of interventions that the difference is diminished between Pupil Premium pupils & others.** * Provide consolidation of concepts in writing units, grammar, spelling, calculation strategies & reading, with time for application of this. * Provide confidence & boost self-esteem of pupils to support progress & attainment. | * **Carefully plan for & deploy additional teaching support in key year groups, supporting PP pupils.** * **Small group sessions with targeted intervention planned for & evaluated by SLT/classteachers carefully monitoring of the impact of this.** * **1:1 tuition & booster sessions in the afternoon provided.** * **Pupil Progress meetings track the impact of this** | * **The number of children gaining ARE and GD was at least in line with and in cases above the national average.**   **The % of children achieving the national expected standard or higher in reading, writing & maths is 78%. This is above the national disadvantage figure of 62%, & in-line with the overall school figure of 80%.**   * **Achievement in reading @KS2 was 80% of children achieved the expected standard or above - this is 16% higher than the national disadvantaged figure & in-line with the national non-disadvantaged figure of 78%. 43% of Disadvantaged children achieved the higher standard compared to the national figure of 17%.** * **Achievement in writing @ KS2 was 93% of children achieved the expected standard, this is 11% higher than national disadvantaged figure & above the national figure of 68%. 21%** of pupils achieved the **higher standard**, which is in line with the national figure. * Achievement in **mathematics** @ **KS2** was 92.9**%** of PP/disadvantaged children achieving the **expected standard,** this is 25% higher than the national disadvantaged figure & also higher than the non-national disadvantaged figure. This is also above the overall school figure. 57**%** of PP/disadvantaged pupils achieved the **higher** **standard** in **mathematics**. This is also above the national benchmark for similar pupils. * In **KS1 67%** of disadvantaged pupils met the **expected reading standard**. This is slightly lower than the non-disadvantaged pupils in the school. * In **KS1 67%** of disadvantaged pupils met the **expected** **writing standard**. This is slightly lower than the non-disadvantaged pupils in the school. * In **KS1 67%** of disadvantaged pupils met the **expected** **mathematics standard**. This is also slightly lower than the non-disadvantaged pupils in the school. * **Reading, Writing & Maths** combined for PP children @**KS1** was 67%.      * In 2019, Year 6 disadvantaged/PP pupils made good progress. The **writing progress** **score is** 0**.37** in-line with other pupils with similar prior attainment nationally. * The **reading progress score is -0.48** in-line with the national figure for disadvantaged pupils. * The **mathematics progress score is 3.39** considerably higher than the national figure for disadvantaged pupils. * Successful moderation of writing in KS1 and KS2- all teachers assessments deemed accurate by external Literacy Consultant * School data indicates that PP children are making consistently very good progress and are overall attaining at least in line with expected standard and in most occasions, above and outperforming other children. * In Y1 75% of PP children made expected progress, with just 2 pupils below ARE in writing. * In Y3 86% of PP made expected progress & are meeting at least ARE in all core subjects, with 1 child below. * In Y4, 90% of PP children made expected progress & are making at least ARE in all core subjects, with 2 pupils below ARE. * In Y5, 85% of PP children made at least expected progress & are making at least ARE in all core subjects, with 1 pupil below. |
| **Area of spend** | **Intended Outcomes** | **Actions** | **Impact** |
| Educational Visits  Residential Trips- with children visiting Hinning House – Lake District Outdoor Residential | * Pupils are able to participate fully in residential trips at the end of Y6 & all school trips and residential trips * Learning is supported by trips that are carefully planned to widen life-experiences of all pupils & enhance the school’s curriculum * Social skills, independence, perseverance and team-work are developed through participation in the Outdoor Residential trip to Hinning House. | * Letters to inform parents that there is no cost for PP pupils * Teachers made aware of equipment available – can approach parents if appropriate to offer help and support in acquiring items for the residential | * Reduced cost for parents * Widened social & life experiences for children. * Socially & emotionally confident children * Understanding and awareness of the wider world that they live in. * Develop life skills, providing enrichment and life experiences that children don’t always have access to. |
| **Area of spend** | **Intended Outcomes** | **Actions** | **Impact** |
| Purchase of Maths and English homework schemes | * Provide opportunities for children to consolidate learning * Improved progress and attainment in maths and English * Encourage children to take responsibility for their own learning * Provide a clear focus for homework tasks for teachers. | * Purchase of CGP Schemes for pupils * Monitor children handing in their homework * Remove barriers to learning at home by offering homework club to all pupils in Y6 & other key identified groups * Hold meeting for Parents & provide information about completed homework & how support can be provided. | * In 2019, Year 6 disadvantaged/PP pupils made good progress. The **writing progress** **score is** +0**.37 –** in-line with the national non-disadvantaged score of 0.03. * The **reading average scaled score is 106.9** above the national figure for disadvantaged pupils & non-disadvantaged pupil, being **above the national benchmark.** * The **mathematics average scaled score is 110.9**- considerably higher than the national figure for disadvantaged pupils & **above the national benchmark.** * Attitude to learning and responsibility for their own learning is very positive with all PP children accessing the homework clubs, showing excellent levels of independence. |
| **Area of spend** | **Intended Outcomes** | **Actions** | **Impact** |
| Breakfast Booster Clubs  5 mornings per week  1 x teacher  4 x TAs | * To promote good attendance and punctuality * Ensure that children have had breakfast in order for children to be able to concentrate on their learning * Pupils have time to complete homework tasks if unable to do at home * Pupils enjoy spending time with peers prior to lessons beginning (helps them become ready for learning) | * Inform parents of PP pupils that breakfast club is available at no cost (encourage pupils to attend) * Liaise with class teachers so TAs aware of homework that requires completion – if appropriate * Purchase range of games/activities to support * Support in completion of tasks set and preparation for teaching/consolidation of learning | * Improved attendance and punctuality for PP children * Attendance for 2018-19 was 97.5% * Children receive a healthy, nutritious breakfast to start the day. * Access to Breakfast Booster Clubs has resulted in targeted intervention being followed-up for groups of PP children that has accelerated progress in reading, grammar & mathematics |
| **Area of spend** | **Intended Outcomes** | **Actions** | **Impact** |
| SLA for Educational Psychologist | * PP pupils to receive the appropriate support and funding required to identify learning needs & barriers * Assessment of children’s individual learning needs provides specific guidance * Outcomes for PP pupils improve through more personalised teaching and learning | * Liaison between SEND co-ordinator and Ed Psych to ensure that school are meeting the needs of the children * Teachers and SEND co-ordinator regularly review and discuss individual children * Pupil Progress Meetings identify needs of PP pupil, progress being made & next steps | * SEND co-ordinator and Ed Psych have ensured that school are meeting the needs of the children * Teachers and SEND co-ordinator regularly review and discuss individual children * SLT meet with staff at Progress Meetings for discussion regarding individual PP pupils & use of Ed Psych support |
| **Area of spend** | **Intended Outcomes** | **Actions** | **Impact** |
| Additional Specialist Teaching MfL & Music Support (x2)   * MfL Club   Instrumental Tuition (Guitar/Keyboard) | * Music support provided by One Education with Pupil Premium pupils receiving the opportunity to learn/play a musical instrument alongside members of staff & external provider. * Opportunity to take part in school choir & complete activities from this. * Social skills are developed through accessing tuition after-school. * Feeling of self-worth & celebration of talents & achievements. * Pupils are fully supported by learning resources being made available to them * Experienced MfL specialist employed to support curriculum provision & provide French After-school provision for PP Pupils | * Audit & purchase of musical instruments * Access for pupils & parents to receive tuition after-school through One Education & Teaching Assistant tutoring. * Analyse & monitor number of pupils accessing the wider opportunities. * PP Pupils identified to take part in MfL after-school enrichment sessions/activities & playing of musical instruments * Arrange for pupils to share their work with other children, parents & the wider school community. * Pupils to take part in festivals & competitions. | * More PP pupils have accessed out-of-school music & instrumental tuition * Funding has allowed children to engage in wider-opportunities. * Identified pupils have taken part in after-school French Clubs, consolidating in-class learning. * Enjoyment & engagement in such wider experiences has been raised |