



St. Margaret Mary's Roman Catholic Primary School

Pupil Premium Impact Report 2017-2018

Number of pupils on roll	360
Number of pupils eligible	80
% of pupils eligible	22%
Total PP received	£96,410.50

Identified barriers to educational achievement

St. Margaret Mary's identified a number of barriers for some of the pupils that were currently in receipt of Pupil Premium at the start of the academic year 2016-2017 & aims & intended outcomes for the use of the Funding:

Below is a summary of some of these with further detail outlined in the report

- Access to effective language – especially from a lack of exposure to books
- Support for learning at school & home to accelerate learning
- Need for additional support to diminish the difference with peers
- Emotional well-being of pupils with specific social and emotional needs that affected their learning
- Need for focus upon quality social communication with adults and peers
- Provide access to enrichment & extra -curricular activities – Enriching experiences such as educational visits, music tuition
- Attendance & punctuality required close focus & improvement for groups, as this was becoming a barrier to achievement
- Access to a sufficient healthy breakfast

Summary of Pupil Premium Rationale at St Margaret Mary's

- The school continually monitors & tracks the progress of pupil premium eligible children with this being formally reviewed every half-term.
- Evaluations track the progress made, what gaps are evident in learning & how these can be bridged. Following this interventions are carefully planned & implemented with focused short term targets that are measurable.
- Pupils with FSM received targeted support from a position of being below age-related expectations or as a boost to deepen their learning & mastery of the curriculum.
- Pupils eligible for PPG achieve very well & broadly in-line with their peers across all year groups through the school.

Key expenditure- how the allocation will be spent

Better Reading Recovery TA 5 afternoons per week Resources needed to deliver programme	Outcomes of pupils Teaching and Learning – Reading and communication	£8, 500
Additional Teaching Support	Outcomes of pupils Teaching and Learning - English and Maths	£25,000
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	£4,500
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	£5,000

	Outcomes of pupils Teaching and Learning – all subjects	
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	£96,410.50
	Total expenditure	£123,420
	PPG remaining	-£27,009.50

Area of spend	Intended Outcomes	Actions	Impact
English, Maths & EYFS Consultant x10 days	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 93.8%. This is significantly above the national non- disadvantaged figure of 70%, & above the overall school figure of 88.4%. Achievement in reading @KS2 was 100% of children achieved the expected standard or above - this is 20% higher than the national disadvantaged figure & above the national non-disadvantaged figure of 75%. 50% of Disadvantaged children achieved the higher standard compared to the national figure of 33%. Achievement in writing @ KS2 was 94% of children achieved the expected standard, this is 11% higher than national disadvantaged figure & above the national figure of 78%. 25% of pupils achieved the higher standard, which is in line with the national figure. Achievement in mathematics @ KS2 was 100% of PP/disadvantaged children achieving the expected standard, this is 19% higher than the national disadvantaged figure & also higher than the non-national disadvantaged figure. This is also above the overall school figure. 44% of PP/disadvantaged pupils achieved the higher standard in mathematics. This is also above the national benchmark for similar pupils. In KS1 80% of disadvantaged pupils met the expected reading standard. This is slightly lower than the non-disadvantaged pupils in the school. In KS1 80% of disadvantaged pupils met the expected writing standard. This is slightly lower than the non-disadvantaged pupils in the school. In KS1 80% of disadvantaged pupils met the expected mathematics standard. This is also slightly lower than the non-disadvantaged pupils in the school.

	<ul style="list-style-type: none"> • Provide writing opportunities in other subjects • Children to build and establish a bank of varied and ambitious vocabulary in their writing 		<ul style="list-style-type: none"> • Reading, Writing & Maths combined for PP children @KS1 was 80%. • In 2018, Year 6 disadvantaged/PP pupils made good progress. The writing progress score is 1.59 above other pupils with similar prior attainment nationally. • The reading progress score is 3.18 well above the national figure for disadvantaged pupils. • The mathematics progress score is 5.37 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 all PP children made expected progress, with just 1 pupil below ARE in writing. • In Y3 75% of PP made expected progress & are meeting at least ARE in all core subjects. • In Y4, 80% of PP children made expected progress & are making at least ARE in all core subjects. • In Y5, 82% of PP children made at least expected progress & are making at least ARE in all core subjects.
Area of spend	Intended Outcomes	Actions	Impact
Better Reading Recovery teacher 5 afternoons per week Resources needed to deliver programme	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 75% of PP children achieved the expected standard in Phonics, although this is a small percentage for the year group (4 children with 3 meeting the standard). • In Year 2, 91% of children achieved the expected standard in Reading. • In Year 3 75% of children are meeting ARE in reading. • In Y4 80% of pupils are meeting ARE in reading. • In Y5 82% of pupils are meeting ARE in reading. • The reading progress score is 2.37 considerably higher than the national figure for disadvantaged pupils (2.63). • 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	<ul style="list-style-type: none"> • Provide support within lessons for Pupil Premium Pupils to 	<ul style="list-style-type: none"> • TA timetables carefully planned by SLT/class teachers 	<ul style="list-style-type: none"> • Interventions are well matched to the needs of individual pupils. In EYFS 58% of children achieved

<p>classes providing a range of support & interventions</p>	<p>improve understanding of learning in core subjects of reading, writing & mathematics.</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<p>GLD, for 2018. Although a statistically small group, this is below the national average @ 71%.</p> <ul style="list-style-type: none"> • 100% achieved the expected standard in Phonics, a significant improvement on previous years, with standards above both local and national averages. A 4 year improving trend. • 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 & in some cases well above the national average in all core areas of Reading, Writing & Maths at KS2/Y6 • Overall progress scores are well above the national average in all core areas of Reading, Writing & Maths at KS1/Y2 • In KS2, the proportions of PP children making the expected standard in R,W & M combined were considerably higher than national figures for both disadvantaged & non-disadvantaged pupils.
Area of spend	Intended Outcomes	Actions	Impact
<p>Additional Teaching Support</p>	<ul style="list-style-type: none"> • Deployment of additional teaching support to provide targeted support for staff & Pupil Premium Pupils. • Including small group sessions 	<ul style="list-style-type: none"> • Carefully plan for & deploy additional teaching support in key year groups, supporting PP pupils. • Small group sessions with targeted intervention planned for & evaluated by 	<ul style="list-style-type: none"> • 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 93.8%. This is significantly above the national non- disadvantage figure of 70%, & above the overall school figure of 88.4%.

	<p>that ensure PP pupils are at least in-line with their peers at the end-of Early Years, Key Stage One & Key Stage Two.</p> <ul style="list-style-type: none"> • 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. 	<p>SLT/classteachers carefully monitoring of the impact of this.</p> <ul style="list-style-type: none"> • 1:1 tuition & booster sessions in the afternoon provided. • Pupil Progress meetings track the impact of this 	<ul style="list-style-type: none"> • Achievement in reading @KS2 was 100% of children achieved the expected standard or above - this is 20% higher than the national disadvantaged figure & above the national non-disadvantaged figure of 75%. 50% of Disadvantaged children achieved the higher standard compared to the national figure of 33%. • Achievement in writing @ KS2 was 94% of children achieved the expected standard, this is 11% higher than national disadvantaged figure & above the national figure of 78%. 25% of pupils achieved the higher standard, which is in line with the national figure. • Achievement in mathematics @ KS2 was 100% of PP/disadvantaged children achieving the expected standard, this is 19% higher than the national disadvantaged figure & also higher than the non-national disadvantaged figure. This is also above the overall school figure. 44% of PP/disadvantaged pupils achieved the higher standard in mathematics. This is also above the national benchmark for similar pupils. • In KS1 80% of disadvantaged pupils met the expected reading standard. This is slightly lower than the non-disadvantaged pupils in the school. • In KS1 80% of disadvantaged pupils met the expected writing standard. This is slightly lower than the non-disadvantaged pupils in the school. • In KS1 80% 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 80%. • In 2018, Year 6 disadvantaged/PP pupils made good progress. The writing progress score is 1.59 - above other pupils with similar prior attainment nationally. • The reading progress score is 3.18 - well above the national figure for disadvantaged pupils. The average scaled score for disadvantaged pupils is 108.8, above the national benchmark. • The mathematics progress score is 5.37 - considerably higher than the national figure for disadvantaged pupils. The average scaled score for disadvantaged pupils is 110.2, above the national benchmark. • 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
--	---	--	--

			<p>least in line with expected standard and in most occasions, above and outperforming other children.</p> <ul style="list-style-type: none"> • Y1 has a statistically small number of PP children [3 pupils]. In maths & writing 2 out of the 3 pupils are making expected & above progress. For reading this is 1 pupil. • In Y3 73% of PP made expected progress & or above ARE in all core subjects. • In Y4, all PP children made expected progress & or above ARE in all core subjects. • In Y5, 85% of PP children made expected progress & or above ARE in all core subjects.
Area of spend	Intended Outcomes	Actions	Impact
Educational Visits Residential Trips- with children visiting Hinning House – Lake District Outdoor Residential	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. • 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • In 2018, Year 6 disadvantaged/PP pupils made good progress. The writing progress score is 1.59 - above other pupils with similar prior attainment nationally. • The reading progress score is 3.18 - well above the national figure for disadvantaged pupils. The average scaled score for disadvantaged pupils is 108.8, above the national benchmark. • The mathematics progress score is 5.37 - considerably higher than the national figure for disadvantaged pupils. The average scaled score for disadvantaged pupils is 110.2, above the national benchmark.

			<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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) 	<ul style="list-style-type: none"> ● 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 ● 	<ul style="list-style-type: none"> ● Improved attendance and punctuality for PP children ● Attendance for 2017-18 was 97.1% ● 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	<ul style="list-style-type: none"> ● 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 ● 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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

<p>(Guitar/Keyboard)</p>	<p>school choir & complete activities from this.</p> <ul style="list-style-type: none"> • 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 	<p>& playing of musical instruments</p> <ul style="list-style-type: none"> • Arrange for pupils to share their work with other children, parents & the wider school community. • Pupils to take part in festivals & competitions. 	
---------------------------	--	---	--