

**St Mary's CE Primary School Pupil Premium Strategy Impact Report  
2018-19 Academic Year**



| Summary information   |   |                                      |
|---|---|--------------------------------------|
| <b>Academic Year:</b> 2018/19                                 | <b>Total Pupil Premium grant:</b> £43,820   | <b>Date reviewed:</b> September 2019 |
| <b>Total number of pupils as at beginning of 2018/19:</b> 647 | <b>Number of pupils eligible for Pupil Premium at beginning of 2018/19:</b> 28 (including three AC) |                                      |

| Current attainment (Year 6 Assessment – 2019 – Year 6 cohort consisted of 10 Pupil Premium children) |  |   |
|--|--|---|
|  | <i>Pupils eligible for PP (St Mary's 2019)</i> | <i>Pupils not eligible for PP (national average 2018)</i> |
| <b>% achieving in reading, writing and maths</b>   | 90%  | 64%   |
| <b>% achieving in reading</b>  | 100%   | 75%   |
| <b>Progress score in reading</b>   | +7.0   | +0.31   |
| <b>% achieving in writing</b>  | 90%  | 78%   |
| <b>Progress score in writing</b>   | +1.5   | +0.24   |
| <b>% achieving in maths</b>  | 90%  | 76%   |
| <b>Progress score in maths</b>   | +2.4   | +0.31   |
| <b>% achieving in grammar, punctuation and spelling</b>  | 100%   | 78%   |

| Main barriers to educational achievement faced by pupils eligible for Pupil Premium  |
|--|
| <p><b>In-school barriers:</b></p> <ul style="list-style-type: none"> <li>- Development of writing skills across all PP children and whole school - ability to apply new and known concepts to written genres and to develop spelling and vocabulary to develop writing skills and content.</li> <li>- Behavioural, social and emotional needs of a number of PP children impacts on their progression and learning.</li> <li>- The additional needs of a number of children impacts on their progress and learning – nine children (31% of PP children) are on our SEND Register, of which three (10% of PP children) have EHCPs.</li> </ul> <p><b>External barriers:</b></p> <ul style="list-style-type: none"> <li>- Lower attendance rates than non-PP children (on average). 21% of PP children have less than 90% attendance (2017-18 data)</li> <li>- Home and family circumstances – national research shows that the following play a role in PP children's home life: diet, homework support, attitudes to learning and attendance/punctuality; these are areas which we monitor closely at St Mary's.</li> </ul> |

| How the Pupil Premium grant was utilised  |  |   | Total Expenditure: £44,655 |
|---|--|---|----------------------------|
| Support   | Rationale  | Impact  | Cost                       |
| 1:1 tuition led by Pupil Premium teachers   | Research shows that of all forms of intervention and support in education, 1:1 teacher led sessions have the greatest impact on progress.  | Year 6 KS2 outcomes for both attainment and progress were very strong and an improvement on the previous year. Throughout the rest of the school, these sessions also had a positive academic impact.   | £28,852                    |
| Trips, workshops, swimming  | PP children should be able to access all the educational opportunities their peers enjoy.  | All PP children were able to attend school-run educational activities.  | £3,690                     |
| Clubs   | Engaging PP children in clubs and activities that they would not otherwise be able to access has a positive impact on their wellbeing, which in turn impacts on their academic progress.       | PP children were given early access to club sign ups. PP children were targeted for specific clubs on all sites.  | £910                       |
| Learning Mentor support   | Research shows that the emotional wellbeing of children is one of the biggest factors impacting on their academic success.   | Learning Mentor sessions have had significant impact on children's wellbeing, their resilience and their ability to achieve well in school and home life.   | £5,733                     |
| Family and child centred psychotherapy  | The happiness and wellbeing of the family unit has a significant impact on PP children's success. Family and child centred psychotherapy proves very effective.                                | Family group sessions have been successful with those PP children's families involved either graduating from the group or making good progress.   | £2,800                     |
| Yearly membership to Adoption UK and Adoption Friendly training for staff             | Adopted children are some of the most vulnerable in society and education. Understanding their needs and how to best support them is crucial to enable their happiness and progress in school. | The adopted children in school continued to thrive both academically, socially and emotionally, making good progress in these areas.  | £750                       |
| SEND training   | With 31% of PP children at school on the SEND register, investing in up-to-date training is important to ensure their progress.  | SEND training, including ASD training and occupational therapy sessions, allowed staff to better support specific PP children's needs. The impact was seen in the successful completion of Learning Profile targets each term by the SEND team. | £1,310                     |
| Additional resources  | Resources that most pupils have access to, such as milk, uniform, stationary and learning resources, should be accessible to all.  | Class teachers and LSAs were well-resourced to meet the needs of PP children.   | £310                       |
| Pupil Premium Mentoring Scheme (including research on its successful implementation). | Each PP child will have an adult mentor within school who will dedicate time each week to meeting with them, better understanding their academic, social and emotional needs.                  | The mentor scheme proved a success. Pupils had an outlet for academic, social and emotional concerns allowing more effective targeted support from all those involved in their care.  | £300                       |