Pupil Premium at St Marks CE Primary School 2017-2018

All schools are obliged to report annually on how they spend Pupil Premium funding and what impact it has on pupil progress. This amount of money allocated by the Government is additional to main school funding. This funding is provided for children who are eligible for free school meals (FSM) and is intended to narrow the attainment gap for those who need it most.

Overview of the school

Number of pupils and pupil premium grant (PPG) received 2017-2018	
Total number of pupils on roll *(For the academic year 2017/2018)*	163
Total number of pupils eligible for PPG *(From Sept 2017)*	56
Amount of PPG received per pupil	£1320
Total amount of PPG received	**£73,920**

Guiding principles for how the money is spent

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to all vulnerable groups, this includes the needs of socially disadvantaged pupils.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated based on need. Limited funding and resources means that not all children receiving free meals will be in receipt of pupil premium interventions at one time.

Pupil Premium Provision

During the period September 2017 – September 2018 the Pupil premium funding was used to maintain those successful provisions that have been put in place since the funding began in 2012. The strategy of prioritising the pupils' emotional, social and behavioural needs to ensure that they are ready to learn has been very successful in improving the attainment and progress of disadvantaged children.

Provisions that were in place last year and will remain in place:

Our Nurture Leader and our Interventions Manager are an integral part of the additional support we provide for our vulnerable children. The role of both members of staff is to support children with emotional and behavioural needs thus ensuring that they are able to be successful learners in the classroom. The team are flexible enough to respond to children's individual needs supporting them both in and out of class on a 1:1 or small group basis.

Our Nurture Leader works in a parent liaison role, organising parent and child workshops. This has resulted better communication with families who have historically found it difficult to engage with the school and more opportunities for families to get involved in the life of the school.

Our Nurture Lead works with some of our vulnerable families by visiting them in their homes and offering parenting advice. She also works with families to find solutions to poor attendance. She also supports school initiatives to promote good attendance.

The school will continue to fund school day trips for all children currently claiming FSM. The cost of residential trips is subsidised if required to ensure that all PP children have the opportunity to attend at least one residential visit while they are at St Marks.
Most PP children receive a free breakfast each morning in school and free toast at break time.
Children on FSM are entitled to claim a free school sweatshirt and a free PE T-shirt and a free Book Bag.

Expenditure:

Teaching staff salaries	59,372
Staff training	6,000
Teaching materials	848
Education visits	825
Breakfast club	1,945
Uniforms	278
External providers	4,652
Total	73,920

EYFS Interventions	Delivered/ supported by	Number of PP children – 7 (4 boy/3 girls)
1:1 Daily Reading	Class Teacher	4
1:1 Maths Problem Solving and Recording	Class Teacher	1
1:1 Finger Spaces	Class Teacher	1
1:1 Small Smart Letter Formation		
1:1 Writing Simple Labels, Hearing Sounds and Words, Linking Sounds and Letters	Class Teacher	1

% of PP Achieved ARE								
Reading	Girls	Boys	Writing	Girls	Boys	Maths	Girls	Boys
57%	2	2	57%	2	2	71%	3	2

% of PP Achieved ARE+						
Reading	Girls	Boys	Writing	Girls	Boys	Maths
14%	1	0	1	1	0	0

Impact
Interventions in EYFS show that 4 out of 7 PP children achieved the expected standard in Reading and Writing with 5 out of 7 children achieving the expected standard in Maths. 1 child achieved ARE+ in Reading and Writing.

Year 1 Interventions

Number of PP children – 5 (2 boys/3 girls)	Delivered/ supported by	
Daily Reading	Class Teacher/Teaching Assistant	6
Small Group Phonics	Class Teacher	1
Handwriting/ Letter Formation	Teaching Assistant	3

% of PP Achieved ARE								
Reading	Girls	Boys	Writing	Girls	Boys	Maths	Girls	Boys
60%	1	2	60%	1	2	60%	1	2

% of PP Achieved ARE+								
Reading	Girls	Boys	Writing	Girls	Boys	Maths	Girls	Boys
40%	1	1	20%	0	1	20%	0	1

Impact

Interventions in Year 1 show that 3 out of 5 PP children achieved the expected standard in Reading and Writing and Maths.

2 out of 5 children achieved ARE+ in Reading and 1 out of 5 children achieved ARE+ in Writing and Maths.

Year 2 Interventions

Number of PP children – 8 (6 boys/2 girls)	Delivered / Supported by	Year 2
SEN Support	Interventions Manager	2
Intensive Phonics	Teaching Assistant	1
1:1 Phonics	Interventions Manager	2
1stclass@number	Interventions Manager	1
1:1 Reading	Adult Helper	7
Basic Punctuation	Governor	3
Guided Reading Challenge	Class Teacher	1
Nurture	Nurture Leader	1
Writing Booster	Class Teacher	5

% of PP Achieved ARE								
Reading	Girls	Boys	Writing	Girls	Boys	Maths	Girls	Boys
75%	2	4	75%	2	4	88%	2	5

% of PP Achieved ARE+								
Reading	Girls	Boys	Writing	Girls	Boys	Maths	Girls	Boys
13%	0	1	0%	0	0	0%	0	0

Impact

Interventions in Year 2 show that 6 out of 8 PP children achieved the expected standard in Reading, with one child achieving ARE+. In Writing, 6 out of 8 children achieved the expected standard. In Maths, 4 out of 7 children achieved the expected standard.

Year 3 Interventions

Number of PP children – 9 (4 boys/5 girls)	Delivered/ Supported by	Year 3
SEN Support	Interventions Manager	1
Handwriting	Teaching Assistant	3
1:1 Reading Rotation	Teaching Assistant	9
Forest School	Nurture Leader/Teaching Assistant	5
Talk It, Solve It	Teaching Assistant	3
Maths Mastery Tasks	Class Teacher	3
Small Group Literacy/ Phonics	Interventions Manager	1
Art and Creativity Sessions	Teaching Assistant	1

% of PP Achieved ARE								
Reading	Girls	Boys	Writing	Girls	Boys	Maths	Girls	Boys
100%	5	4	88%	5	3	100%	5	4

% of PP Achieved ARE+								
Reading	Girls	Boys	Writing	Girls	Boys	Maths	Girls	Boys
56%	3	2	33%	2	1	44%	2	2

Impact

Interventions in Year 3 show that all 9 PP children achieved the expected standard in Reading, with 5 children achieving ARE+. All 9 PP children achieved the expected standard in Maths, with 4 children achieving ARE+. 8 out of 9 children achieved the expected standard in Writing, ,with 3 children achieving ARE+.

Year 4 Interventions

Number of PP children – 13 (8 boys/5 girls)	Delivered/ Supported by	Year 4
EHCP	1:1 adult	1
SEN Support	Interventions Manager	2
SENSS One morning weekly	Interventions Manager	2
Speech and Language One afternoon weekly	Interventions Manager	1
Additional Reading	1:1 adult	4
Phonics	Teaching Assistant	2
Handwriting / Fine Motor Skills 3 sessions per week	Teaching Assistant	5
Talk It, Solve It	Teaching Assistant	5
Nurture Group	Nurture Leader	4
Memory Skills	Teaching Assistant	1

% of PP Achieved ARE								
Reading	Girls	Boys	Writing	Girls	Boys	Maths	Girls	Boys
46%	2	4	38%	2	3	54%	2	5

% of PP Achieved ARE+								
Reading	Girls	Boys	Writing	Girls	Boys	Maths	Girls	Boys
0%	0	0	8%	1	0	0%	0	0

Impact

Interventions in Year 4 show that 6 out of 13 PP children achieved the expected standard in Reading. 5 out of 13 children achieved the expected standard in Writing, with 1 child achieving ARE +. 7 out of 13 children achieved the expected standard in Maths.

Year 5 Interventions

Number of PP children – 6 (5 boys/1 girl)	Delivered/ Supported by	Year 5
SEN Support	Interventions Manager	2
SENNS	Class Teachers/ Teaching Assistant	1
1:1 Reading	Teaching Assistant	6
Gifted and Talented Runners	Teaching Assistant	2
Handwriting/ Fine Motor Skills	Teaching Assistant	2
Springboard Maths	Teaching Assistant	2
Forest School	Teaching Assistant	1
Dorset Reading Service	Outside Visitor	2
KORU	Class Teacher	1
Art Therapy	Nurture Leader	4

% of PP Achieved ARE								
Reading	Girls	Boys	Writing	Girls	Boys	Maths	Girls	Boys
67%	1	3	33%	1	1	66%	1	3

% of PP Achieved ARE+								
Reading	Girls	Boys	Writing	Girls	Boys	Maths	Girls	Boys
50%	1	2	0%	0	0	66%	1	3

Impact

Interventions in Year 5 show that 4 out of 6 PP children achieved the expected standard in Reading, with 3 children achieving ARE+. 2 out of 6 children achieved the expected standard in Writing. 4 out of 6 children achieved the expected standard in Maths, with 4 children achieving ARE+.

Year 6 Interventions

Number of PP children – 13 (9 boys/4 girls)	Delivered/ Supported by	Year 6
SEN Register	Interventions Manager	3
Mastery of Numeracy	Specialist Maths Teacher	1
Small Group Booster	Class Teacher	2
Learn 2 Move	Teaching Assistant	1
Focus Handwriting Group	Teaching Assistant	2
Small Group Reading Booster	Class Teacher	4

% of PP Achieved ARE								
Reading	Girls	Boys	Writing	Girls	Boys	Maths	Girls	Boys
62%	3	9	85%	4	7	69%	3	6

% of PP Achieved ARE+								
Reading	Girls	Boys	Writing	Girls	Boys	Maths	Girls	Boys
4%	1	0	4%	1	0	8%	1	1

Impact

Interventions in Year 6 show that out of 13 PP children, 12 children achieved the expected standard in Reading, with 1 child achieving Greater Depth. 11 children achieved the expected standard in Writing, with 1 child achieving Greater Depth. 9 children achieved the expected standard in Maths, with 2 children achieving Greater Depth.

KS2 SAT results

- In last year's SAT tests (Summer 2018) results show **46%** of the children eligible for Pupil Premium funding (6/13) have met the expected standard combined, in Reading, Writing and Maths.
- In 2018 the children eligible for Pupil Premium outperformed those not eligible for Pupil Premium in achieving the Expected Standard in Reading, Writing and Maths combined.

	Eligible for Pupil Premium	Not Eligible for Pupil Premium
Reading	29%	32%
Writing	39%	46%
Maths	32%	43%
R/W/M combined	46%	29%

- The percentage of children making more than expected progress in 2018 is shown below:

	Eligible for Pupil Premium	Not Eligible for Pupil Premium
Reading	4%	11%
Writing	4%	11%
Maths	8%	11%