

## St Mary's RC Primary School: Pupil Premium Allocation of funding 2015/16

At St Mary's we consider our 'disadvantaged children' as those who have elements or a combination of physical, social, emotional, financial or behavioural needs, which may vary in complexity or present themselves in different ways, at home and/or at school. St Mary's welcomes and nurtures All children, as our neighbours, putting into practice the love of God in the way we live, teach, learn and work together. Working with our specialist Inclusion team and external agencies we communicate effectively, offer guidance and understanding, provide early identification to ensure a high level of support, establishing a safe learning environment for the children in our care and their families.

### Objectives of Pupil Premium Spending

- To ensure that all pupils who receive PPG funding have appropriate support to make the best possible progress.
- To narrow the gap between pupil premium and non-pupil premium.
- To continue to provide high quality interventions for pupils
- To provide a high quality curriculum, enriched with opportunities and experiences for All

<b>Number of Pupils on role</b>	<b>Number of Pupils receiving Pupil Premium Funding</b>
<b>450</b>	<b>69</b>

**Pupil Premium Grant Received £85,540 in total (Breakdown: PPG '15-16 - £82,560 EYFS PPG '15-16 £4,300)**

Initiative	Funding	Objective	Outcome (October '16 update)
Additional Teaching Assistant support – EYFS, KS1 and KS2	£24,362	Teaching Assistant support in classes across the school enables FSM children to be supported or challenged in their learning and ensure at least expected progress is made.	Improved staffing ratios enable FSM children to access a full range of support and challenge in their learning and support Pupil Welfare. This is demonstrated through improved rates of progress each term as evident in Data sets. EYFS Pupil – Access to outdoor learning throughout the day. KS1 Pupil – Access FFT developing Reading and Writing strategies KS2 Pupil – Time to reinforce learning in the afternoons to embed key skills and pre-teaching opportunity for Maths.
Resources to support the teaching and learning of maths, supporting the new curriculum skills in mathematical understanding.	£1,240	Numicon, Counting resources will be put into place in EYFS, KS1 and KS2 to enable children to the curriculum by removing barriers to learning. They will also help staff access intervention programmes to support FSM pupils where necessary.	PP children's progress in reading and success improved in the Phonics Check. Improved mathematical understanding with improved progress in Mathematics for FSM children. EYFS and KS1 Pupils – Interactive maths resources to stimulate and appeal to visual and kinaesthetic learners, providing visual reminders. KS2 Pupil – Learning is 'much more fun' in maths when

			utilising resources to model and embed images before formal methods are introduced (Pupil Voice outcomes).
Resources to support English through Handwriting	£250	<p>New interactive resource (Letterjoin) to initially support teacher modelling and 'Joint' resource to provide further models which can be easily manipulated to create word documents in the correct pre-cursive and cursive font (EYFS to KS2).</p> <p>Staff CPD Visit to St Joseph and St Bede's to see good practice in Handwriting and Dyslexia Friendly school and how this supported the children.</p>	<p>Comprehension cards/First news subscription used effectively in reading sessions- a motivational tool to generate independent learning and self-assessment. Handwriting scheme throughout school – monitoring visit commented very favourably on the great progress of Writing in each class.</p> <p>Staff responses in English – Handwriting has made a difference to children's presentation and taking pride in their work, raising expectations. The Inclusion team carefully considered the impact of the handwriting scheme on SEN (dyslexia friendly).</p>
Computing Resources	£10,490	<p>New resources e.g. Ipads, laptops, dictaphones, and new boards (recently purchased)</p> <p>English and Maths resources to be applied across the curriculum – Purple Mash/ Epic (reading), First News subscription, Espresso</p>	<p>This investment is in closing the digital gap for disadvantaged pupils. ICT is supporting pupils in the curriculum and cross curricular work.</p> <p>Ipads – Tracking children on ELGs Y1 children 2Simple – Observations in Y1 and EYFS.</p> <p>Digital Leaders trained and coordinate by Computing lead to provide opportunities for Lunchtime activities for Coding and to enable key children as leaders to understand and promote the importance of E-Safety.</p>

<p>Staff CPD opportunities.</p>	<p>£3899</p>	<p>NASENCo course for school SENCos.</p> <p>Tara Loughran Maths training</p> <p>Staff have been released to work with Support school NLE – Guardian Angels to observe practice and to share practice in English and Maths.</p> <p>Ann Carney – English consultant- Planning and Resource support for Writing model</p> <p>Helen Pycroft – received training from Cath Atherden focused on a tailor made Writing intervention - Fluency, Spelling and Grammar application – Y2 children (HP’s class covered by NQT each afternoon from Jan 2016-May 2016)</p>	<p>A deepened understanding of SEND provision, barriers to learning and provision.</p> <p>Staff – Confidence in knowing how to embed the maths and deepen mathematical knowledge, providing challenge (for GT Children) and supporting (emerging children) appropriately.</p> <p>This training has significantly benefitted teachers’ enthusiasm and motivation in Maths. Staff pitch accurately and know how to move the children on in their learning, narrowing gaps and removing barriers between</p> <p>Data and monitoring evidence indicates Writing shows progress. Clear understanding of skill based model, greater independent writing opportunities, Grammar focus and self-editing skills developed by the children.</p> <p>Significant progress has been made – as seen in the data set - by the group of children in Y2 (SATs outcomes).</p> <p>The success of this intervention has been replicated in Y3 – adapted to suit the needs of the children. Significant progress evidenced.</p>
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Teaching support in Y6	£1273	Mike Ainscoe – Maths consultant - Additional Maths teacher working alongside Y6 teachers to boost children who were organised in smaller groups to meet the new challenging maths curriculum. Supported through providing more focused opportunities to practise fluency, problem solving and reasoning skills.	Pupil A – I know have the confidence to tackle problems, to break them down into easy steps and remember to use facts I already know. I can reason by explaining which has helped because I have had an adult to help me practice.
Pupil Premium Group Organisation/tracking/co-ordination	£5,867 Claire Gilmore (AHT from Woodbank) assigned to support with Target Tracker – analysing data, tracking and presenting information.	To provide support with data on Target Tracking so that assessment can be monitored effectively. Also, provide opportunities to liaise with governors, class teachers and the SLT.	All stakeholders can be held accountable for the school’s provision for disadvantaged pupil on the school roll, ensuring that outcomes for these pupils are as high as possible. Tracking at regular intervals and leading Pupil Premium meetings detailing the pupil premium level of support, monitoring outcomes and planning clear next steps to ensure high impact.
Financial support for Trips and visits	£1500	FSM children will be able to participate in school trips	School visits and enrichment opportunities are providing FSM children with access to our broad and balanced curriculum. Children are better able to communicate, use their imagination, extend their vocabulary and improve their academic achievement in writing and other subjects.
Financial support for Music Tuition	£2865 Year 3 guitars – provided by BMS - SLA	FSM children will be able to participate in music tuition	KS2 Pupil – improved concentration and confidence, playing solos and listening skills greatly increased.  Pupil A – developing better focus in lessons  Pupil B – Building confidence and able to risk take when attempting new songs

Booster Classes After school provided by Y6 teaching and support Staff	£ 1200	Children make expected and better progress from their starting points. The Year 6 class have Maths, Reading and Writing boosters.	The impact of Boosters is that Teacher assessment (supported by internal and external moderation) shows most have accelerated or maintained steady progress, under the remit of the challenging new curriculum introduced in September 2014.
Play Leader Training – Y5 To model effective outdoor play in KS1 and KS2 playgrounds. Organising games/activities	£250	Ensuring effective playground activities that children can lead. Build cooperation, team-building skills.	Children has received the training and have positively worked with the PE Lead to create different activities that can be adapted for KS1 and KS2. End of Summer 1 – timetable commences with the support of Lunchtime staff.
Playground Sports support	£340	KS1 children Cooperation/Team games Modelling good behaviour  Develop social skills and learning how to play	The children who were specifically chosen for this benefitted enormously from it, learning how to feel comfortable and confident in a team environment.
PE resource purchasing, and the maintenance of internal and external equipment . Employment of a specialist PE/Games teacher.  Holiday Club includes sporting opportunities.	£1,589 – Resources  Specialist: £3,987  Maintenance: £11,965  £900	Assessment of children, Highlighting PP / GT and SEN Tracking their progress and next steps. Communicating with the staff and developing their knowledge about how to challenge and support children in their games skills.  To support families during holiday time – providing children with further sporting opportunities.	Children receive high level PE/Games sessions that comply with the new curriculum expectations, delivering key skills and that show good progression – monitored by PE – KW.
Juliet Menzies	£4,500	Supporting the Inclusion Team with administrative tasks, supporting children 1:1 covering Memory Magic, Dyslexia screening, specific motor skill support and	Outcomes: AM – confidence in tackling number problems, sentence construction – Teacher assessment has identified AM as working at expected.

ARK Outreach work	£285	To support the emotional needs of DA – Y6 child who returned to school in September 2014 after a disruptive start to his final year of primary school.	DA now appears much calmer, uses strategies devised by the support of the Outreach worker, his class teacher and Inclusion team.
Read Write Inc Training – Regional Training and CPD	£8, 778	English team receiving RWI training July 6 <sup>th</sup> /7 <sup>th</sup> in Preston. CPD for All staff 45+ in August (2 days of training)	Consistency in teaching and assessing Reading, phonics and Writing skills.
Total:	£ 85 540		