

Analysis of Pupil Premium expenditure and impact 2017-2018
St Mary's CE Primary School

Context:

Our key objective in using the Pupil Premium Grant is to diminish the difference in achievement between pupil premium children and their peers and ensure all children are supported and challenged. The key to raising standards for all pupils at St Mary's CE Primary School is quality first teaching. With the vast majority of teaching now being at least good it is vital that we are precise about PP provision and impact. Direct causality is always difficult to identify but the intention is to become clearer on what interventions/ programmes/ initiatives have the greatest impact. Just as the Sutton Toolkit aims to identify key interventions to inform future decision making, the aim here is to establish what are the key interventions at Trust and school level that need to be consistently used.

St Mary's CE Primary School:

In the academic year of 2017-18, there were 180 disadvantaged pupils at St Mary's CE Primary School. This is approximately 31% of the school population. EYPP represents 7% of the cohort.

Funding received: £253,036

RAG Rated Overview of spending	Cost	RAG
Year 6 Booster Staff (teachers and TA): 5 days per week Set teaching, reactive boosters, intervention and club	£40,965	
Year 5 TA led intervention: 5 days per week Small group work, reactive booster and intervention	£19,330	
Year 4 teacher led intervention: 2 days per week Small group work, reactive booster and intervention	£17,518	
Year 3 TA led intervention: 2 days per week Small group work, booster and intervention	£1887	
Year 2 teacher led intervention: 2 days per week Small group work, reactive booster and intervention	£17,518	
Year 1 teacher led intervention: 2.5 days per week Small group work, reactive booster and intervention	£22,674	
EY teacher led intervention: 1.5 days per week Small group work, reactive booster and intervention	£15,210	
ELSA and Pastoral support EY, KS1 and KS2 • Day to day support Targeted intervention Small group work. Inclusions Advisor	£44,564	
Early Language Acquisition Group Launchpad 7.75 hours per week	£4676	
Breakfast Club 5 hours per week	£5130	

Pupil Premium Leadership 2 days per week	£20,800	
Total staffing expenditure	£210,272	
Free School Uniform	£2000	
Curriculum: Year group resources, Classroom books, Games, Year 4 Butser Hill educational visit, Poetry books for children whose poems were published	£5764	
Subscriptions: • Bug Club, Times tables Rockstars	£1555	
Rapid Writing Intervention	£772	
Clubs: • SATs breakfast club, Music after school clubs (Music Services)	£3108	
Home Learning • Study Books – Yr2 & 6, Summer holiday project & celebration, Packs of stationary	£5868	
Personalised provision: • Placement at another school, Resources for LAC	£656	
Mobile IWB	£4320	
Total resources expenditure	£24,044	
Total Expenditure	£234,316	
Balance	£18,720	

Full detail of spending

	Cost	Intervention / Impact	RAG
Expenditure: Staffing			
Year 6 Booster Staff (teachers and TA): 5 days per week Set teaching, reactive boosters, intervention and club	£40,965	<p>46% of Year 6 pupils were disadvantaged</p> <p>Y6 booster teaching led to a low attaining cohort achieving the following in the KS2 SATs 2018: <u>Expected standard:</u></p> <ul style="list-style-type: none"> • Reading – 58% • Writing – 75% • Maths – 61% • RWM combined - 50% <p>Although attainment was lower than national other in 2018, the gap is diminishing for writing. The in school gap is also diminishing.</p> <p><u>Greater depth / Higher standard:</u></p> <ul style="list-style-type: none"> • Reading – 17% • Writing – 3% • Maths – 14% • RWM combined – 3% <p>Although attainment is below national other, the in school gap has diminished at GDS/higher standard in reading and writing.</p> <p>In spring term 7 pupils received a maths targeted intervention and 4 pupils rapid reading. 100% made progress. In maths, pupils made between 5% and 54% gain from initial to end assessment.</p>	
Year 5 TA led intervention: 5 days per week Small group work, reactive booster and intervention	£19,330	<p>36% of Year 5 pupils were disadvantaged</p> <p>Pupils have benefited from small focused group work on the class learning objectives allowing for targeted support and more personalised provision.</p> <p>Y5 TA support and intervention led to the following pupils meeting ARE:</p> <ul style="list-style-type: none"> • Reading – 61% • Writing – 61% • Maths – 57% <p>Pupils achieve in line with school other pupils for writing.</p>	

		<p>Our intervention programme and impact measurement is at the early stages and this is to be developed further in 2018-2019. Example intervention data from 2017-2018:</p> <ul style="list-style-type: none"> • Spring 1: Rapid writing – 78% of pupils made progress to date although intervention to continue to maximise impact. • Spring 1: Maths Place Value – 100% of pupils made progress. Pupils made between 25% and 75% gain from initial and end assessment. • Spring 2: Maths: Key Skills – 100% of pupils made progress. Pupils made between 10% and 60% gain from initial and end assessment. • Spring 1: Rapid Reading - 50% of pupils made progress to date although intervention to continue to maximise impact 	
<p>Year 4 teacher led intervention: 2 days per week Small group work, reactive booster and intervention</p>	£17,518	<p>38% of Year 4 pupils were disadvantaged</p> <p>Pupils have benefited from small focused group work on the class learning objectives allowing for targeted support and more personalised provision.</p> <p>Y4 support and intervention led to the following pupils meeting ARE:</p> <ul style="list-style-type: none"> • Reading – 83% • Writing – 67% • Maths – 69% <p>The gap between disadvantaged and school other pupils has closed.</p> <p>Our intervention programme and impact measurement is at the early stages and this is to be developed further in 2018-2019. Example intervention data from 2017-2018:</p> <ul style="list-style-type: none"> • Spring 1: Rapid Reading – 67% of pupils made progress to date although intervention to continue to maximise impact. • Spring 1: Maths Place Value – 100% of pupils made progress. Pupils made between 18% and 59% gain from initial and end assessment. 	
<p>Year 3 TA led intervention: 2 days per week Small group work, booster and intervention</p>	£1,887	<p>31% of Year 3 pupils were disadvantaged</p> <p>Pupils have benefited from small focused group work on the class learning objectives allowing for targeted support and more personalised provision.</p> <p>Y3 support and intervention led to the following pupils meeting ARE:</p> <ul style="list-style-type: none"> • Reading – 63% 	

		<ul style="list-style-type: none"> • Writing – 41% • Maths – 59% <p>The gap between disadvantaged and school other pupils still exists.</p> <p>Our intervention programme and impact measurement is at the early stages and this is to be developed further in 2018-2019. Example intervention data from 2017-2018:</p> <ul style="list-style-type: none"> • Spring: Maths Calculating – 82% of pupils made progress. Pupils made between 10% and 60% gain from initial and end assessment. • Spring: Rapid Writing – 100% of pupils made progress. Pupils made between 10% and 40% gain from initial and end assessment. 	
Year 2 teacher led intervention: 2 days per week Small group work, reactive booster and intervention	£17,518	<p style="text-align: center;">31% of Year 2 pupils were disadvantaged</p> <p>Y2 teacher support led to the pupils achieving the following at the end of KS1 2018:</p> <p><u>Expected standard:</u></p> <ul style="list-style-type: none"> • Reading – 58% • Writing – 75% • Maths – 61% • RWM combined - 50% <p>The gap between national other and school other pupils is diminishing as pupils achieve in line with these groups.</p> <p>Our intervention programme and impact measurement is at the early stages and this is to be developed further in 2018-2019. Example intervention data from 2017-2018:</p> <ul style="list-style-type: none"> • Spring: Maths – 100% of pupils who received a maths intervention made progress. Pupils made between 4% and 91% gain from initial and end assessment. • Spring: Reading – 100% of pupils involved in the intervention made progress. Pupils made between 1 months and 1yr4mths gain from initial and end assessment. 	
Year 1 teacher led intervention: 2.5 days per week Small group work, reactive booster and	£22,674	<p style="text-align: center;">17% of Year 1 pupils were disadvantaged</p> <p>Pupils have benefited from small focused group work on the class learning objectives allowing for targeted support and more personalised provision.</p>	

intervention		<p>Y1 support and intervention led to the following disadvantaged pupils meeting ARE:</p> <ul style="list-style-type: none"> • Reading – 76% • Writing – 47% • Maths – 65% • Phonics – 86.7% <p>The gap between disadvantaged and school other pupils has diminished in maths. Disadvantaged pupils at STM achieve in line with national other and school other pupils for phonics.</p> <p>Our intervention programme and measuring the impact of this is at the early stages and this is to be developed further in 2018-2019. Example intervention data from 2017-2018:</p> <ul style="list-style-type: none"> • Spring: Maths Place Value – 80% of pupils made progress. • Spring: Narrative Writing – 100% of pupils made progress. • Spring: Reading – 67% of pupils made progress 	
<p>EY teacher led intervention: 1.5 days per week Small group work, reactive booster and intervention</p>	£15,210	<p>23% of Reception pupils were disadvantaged</p> <p>Targeted support and intervention in Reception led to 81.3% of disadvantaged pupils meeting GLD at the end of the year.</p> <p>Disadvantaged pupils attainment is higher than national other and school other pupils</p> <p>8% of Nursery pupils were disadvantaged</p> <p>Teacher support in Nursery has supported the following outcomes:</p> <ul style="list-style-type: none"> • 67% of N2 disadvantaged pupils attaining in 30-50 months+ in prime and specific areas • 67% of N1 disadvantaged pupils attaining consistently in 30-50 months in the prime areas. 	
<p>ELSA and Pastoral support EY, KS1 and KS2</p> <ul style="list-style-type: none"> • Day to day support • Targeted intervention 	£44,564	<p>EFA carried out by the pastoral lead with 19 disadvantaged pupils led to emotional needs of these pupils being supported and issues raised being addressed.</p> <ul style="list-style-type: none"> • 79% of pupils receiving pastoral support are disadvantaged • 50% of pupils being monitored closely or supported by a 1:1 are 	<p>Monitor behaviour incidents 2018-2019 half termly.</p>

<ul style="list-style-type: none"> • Small group work <p>Inclusions Advisor</p>		<p>disadvantaged.</p> <p>Ofsted May 2018: <i>In addition, pastoral support for this group of pupils has raised their achievement and self-confidence.</i></p> <p>Skilled ELSA's promote positive pupil attitudes in order to support disadvantaged pupils to engage with learning through responsive support and intervention groups.</p> <ul style="list-style-type: none"> • 50% of pupils receiving ELSA intervention programmes are disadvantaged. Programmes include self-esteem, respect, friendship, anger management, growth mindset, learning how to play and narrative therapy. <p>Improved engagement and behaviour for learning displayed by pupils resulting in progress made. Incidents of negative behaviour in the 1st 3 weeks of school from pupil premium pupils decreased from 41% in 2017 to 18% in 2018</p>	<p>Develop ELSA intervention impact data</p>
<p>Early Language Acquisition Group Launchpad 7.75 hours per week</p>	<p>£4,676</p>	<p>Launchpad is designed to support pupils arriving from overseas with limited English. It is a program which develops basic language and communication skills in English and allows pupils in small group activity to develop speaking, language and communication skills. Not all pupils forming LaunchPad groups are disadvantaged and numbers can vary throughout the year based on intake.</p> <p>At the time of receiving LaunchPad in Spring term 2018, 11% of pupils attending were Pupil Premium.</p>	
<p>Breakfast Club 5 hours per week</p>	<p>£5130</p>	<p>Supporting working families.</p> <p>Pupils can attend breakfast club up to 1 hour before school. They eat breakfast and carry out focused play. Full stomachs ensure that pupils are able to focus upon their learning.</p> <p>14 pupil premium pupils regularly attended breakfast club</p>	
<p>Pupil Premium Leadership 3 days per week</p>	<p>£20,800</p>	<p>Pupil Premium Lead:</p> <ul style="list-style-type: none"> • Disadvantaged pupils are routinely audited • School records and markers are kept up to date • Staff aware of disadvantaged pupils and trained • Regular meetings with designated PP governor 	

		<ul style="list-style-type: none"> • PP data routinely monitored and key priorities identified • Targeted interventions planned, monitored and reviewed • Intervention staff managed and monitored <p>Ofsted May 2018: <i>'Disadvantaged pupils are monitored closely and supported well. They make strong progress'.</i> <i>'Additional funding is carefully targeted to support disadvantaged pupils and to meet their needs effectively. As a result, these pupils are making good progress, which is resulting in higher attainment in core subjects and across the wider curriculum'.</i> <i>'Disadvantaged pupils make strong progress across the curriculum. As a result, gaps between the attainment of these pupils and their peers are closing'.</i> <i>Disadvantaged pupils are attaining at similar levels to other pupils nationally.</i> <i>EY: 'Funding is used very well to provide specific support for individual children to ensure that all barriers to learning are addressed. Individual plans for children are highly effective in helping them to make very rapid progress'.</i></p> <p>Whole School Review October 2018: <i>'Systems and structures for interventions have been developed to a very high standard. The pupil premium lead and SENCO work effectively to ensure provision is aligned'.</i></p>	
Total staffing expenditure	£210,272		
Expenditure: Resources			
Free School Uniform	£2,000	All pupils able to present to school in appropriate uniform. Disadvantage is not a barrier to belonging – one of the school's core Christian values. 28% of disadvantaged pupils were provided with this in 2018.	
Curriculum: <ul style="list-style-type: none"> • Year group resources • Classroom books • Games • Year 4 Butser Hill educational visit • Poetry books for children whose 	£5764	A range of resources support pupils' learning through visual, practical and stimulating resources. Resources enrich the curriculum and interventions. Additional resources support depth of understanding in maths. In EY - Additional resources support the children in developing spoken language through their play and personalised provision engages pupils. See data above for how the curriculum has supported attainment.	Pupil interviews to be carried out in 2018-2019

poems were published		Books promote a love of reading in classrooms. Year 4 pupils provided with an educational experience to support the curriculum and provide experiences outside of the classroom. Pupils and school library provided with copies of books containing published poems of pupils from STM. Raised pupil self-esteem and confidence. Allowed for sharing of success with families.	
Subscriptions: <ul style="list-style-type: none"> Bug Club Times tables Rockstars 	£1555	Bug Club is used inconsistently across the school to effectively support and develop pupils reading. EY uses this effectively during child initiated learning to develop independent reading. All pupils have been issued with a log in for use at home. Parent workshop carried out to encourage use of this at home. Profile of this to be raised in 2018-2019 by Online Learning lead. Times tables Rockstar's trialled with 2 classes. Profile of this to be raised in 2018-2019 by Online Learning lead.	Pupil interviews to be carried out in 2018-2019
Rapid Writing Intervention	£772	New intervention launched in spring 2018. TA's as appropriate trained in the use and delivery of materials 44 pupils started the programme across Year 3-6. 75% of these pupils are PP. Early evidence suggests impact: <ul style="list-style-type: none"> Year 5 Rapid writing – 78% of pupils made progress to date although intervention to continue to maximise impact. Year 3 Rapid Writing – 100% of pupils made progress. Pupils made between 10% and 40% gain from initial and end assessment. 	Early indicator only
Clubs: <ul style="list-style-type: none"> SATs breakfast club Music after school clubs (Music Services) 	£3108	Opportunity for Year 6 pupils to attend breakfast club during SATs week. Eating breakfast supports pupils to carry out the SATs in a focused way. Also supports punctuality. Disadvantaged pupils are provided with an opportunity to learn to play an instrument which otherwise may not be provided in their home-life. Confidence and self-esteem are raised of pupils. <ul style="list-style-type: none"> Autumn Guitar club - 100% of those attended were PP Spring 1 Percussion - 38% of those attended were PP Spring 2 Percussion - 17% of those attended were PP Spring 2 Recorders – 100% of those attended were PP Summer 1 Recorders – 55% of those attended were PP 	Pupil interviews to be carried out in 2018-2019

Home Learning <ul style="list-style-type: none"> • Study Books – Yr2 & 6 • Summer holiday project & celebration • Packs of stationary 	£5868	<ul style="list-style-type: none"> • Summer 2 recorders – 44% of those attended were PP • Practice study guides enable pupils to revisit and consolidate learning. Pupils are developing confidence in key skills, therefore supporting attainment and progress. • 37% of submitted holiday projects were completed by disadvantaged pupils. A number of other children said they did complete this but bought no evidence in. To review for 2018-2019. • Pupils provided with resources needed to access learning at home and carry out creative tasks. 	Pupil interviews to be carried out in 2018-2019
Personalised provision: <ul style="list-style-type: none"> • Placement at another school • Resources for LAC 	£656	Pupils individual needs and behaviour are supported through carrying out a placement at another school. This then supported reintegration into school life (2 disadvantaged pupils). Funding is used to develop pupils emerging needs (2 LAC) as identified in their PEPs.	
Mobile IWB	£4320	Resources replicated from the classroom to the corridor to support pupils understanding. Range of activities develop pupils understanding of skills. Focused group work led to strong outcomes.	
Total resources expenditure	£24,044		
Total Expenditure	£234,316		
Balance	£18,720		

Disadvantaged Attainment July 2018

Early Years: (SCC Nova Report)

16/71 = 23% disadvantaged

GLD	School	National	Gap
Disadvantaged Pupils	81.3%	56.6%	24.7%
Other Pupils	77.5%	74.5%	3.0%
Gap	3.8%	17.9%	21.7%
School disadvantaged v's National other			6.8%

- **Disadvantaged pupils attainment is higher than national other pupils**
- Disadvantaged pupils attainment is higher than school other pupils

Year 1 Phonics: (SCC Nova Report)

15/87 = 17% disadvantaged

GLD	School	National	Gap
Disadvantaged Pupils	86.7%	71.7%	+15%
Other Pupils	88.9%	84.7%	+4.2%
Gap	2.2%	13%	10.8%
School disadvantaged v's National other			2%

- **Disadvantaged pupils attainment is in line with national other pupils**
- Disadvantaged pupils attainment is in line with school other pupils

KS1: (SCC Nova Report)

27/86 = 31% disadvantaged

	School Disadvantaged	School Other	Gap	National other	Gap
Disadvantaged RWM	66.7%	71.2%	4.5%	69.3%	2.7%
Disadvantaged reading	77.8%	83.1%	5.3%	78.9%	1.1%
Disadvantaged writing	66.7%	71.2%	4.5%	73.8%	7.1%
Disadvantaged maths	74.1%	84.7%	10.7%	79.6%	5.5%

- **Disadvantaged pupils attainment is broadly in line with national other pupils**
- Disadvantaged pupils attainment is broadly in line with school other pupils

	School Disadvantaged	National disadvantaged	Gap
Disadvantaged RWM	66.7%	50.3%	16.4%
Disadvantaged reading	77.8%	62.5%	15.3%
Disadvantaged writing	66.7%	55.4%	11.3%
Disadvantaged maths	74.1%	62.9%	11.2%

- Although not a comparable measure, disadvantaged pupils attain higher at STM than nationally.

KS2: (ASP)

36/78 = 46% disadvantaged for attainment measure

Children at ARE:	2017	2018 Disadvantaged	Difference	School Other	Gap	National other	Gap
Disadvantaged RWM	76%	50%	26%	60%	10%	70%	20%
Disadvantaged reading	76%	58%	18%	69%	11%	80%	22%
Disadvantaged writing	86%	75%	11%	81%	6%	83%	8%
Disadvantaged maths	86%	61%	25%	76%	15%	81%	20%

- **Disadvantaged pupils' attainment is lower than national other pupils.**
- The attainment gap is less in writing.
- Attainment was lower in 2018 than 2017
- Disadvantaged pupils' attainment is lower than school other pupils across subjects.

Higher standard / GDS	School Disadvantaged	School Other	Gap	National other	Gap
Disadvantaged RWM	3%	2%	1%	12%	9%
Disadvantaged reading	17%	12%	5%	33%	16%
Disadvantaged writing	3%	5%	2%	24%	21%
Disadvantaged maths	14%	26%	12%	28%	14%

- **Disadvantaged pupils' attainment is lower than national other pupils.**
- Disadvantaged pupils attainment is in line with school other pupils in reading, writing and RWM combined but below in maths.

Progress: (ASP)

34/65 = 52% disadvantaged for progress measure

	Reading			Writing			Maths		
	2017	2018	Diff.	2017	2018	Diff.	2017	2018	Diff.
Disadvantaged	-1.49	-1.72	0.23	+0.08	-1.14	1.22	-0.66	-1.56	0.90

- Progress from KS1 to KS2 was lower in 2018 than 2017

Reading			Writing			Maths		
School (34)	School Other (31)	National other	School (34)	School Other (31)	National other	School (34)	School Other (31)	National other
-1.72	-2.26	0.31	-1.14	-1.75	0.24	-1.56	-1.06	0.31

- **Progress for disadvantaged pupils from KS1 to KS2 is below national other pupils (reading -2.03, writing -1.38, maths -1.87)**
- Progress for disadvantaged pupils in reading and maths was lower than school other pupils
- Progress for disadvantaged pupils was higher in writing than school other pupils.