

Evaluation of 2017/18 Pupil Premium spend and actions

Total Funding Allocation £84,480
 Total Budget Allocation £84,480
 Total Budget Remaining £0

Identified Barrier to learning	Internal or External	How we intend to overcome the barrier	Our measure of success	Lead Person	Budget	Budget Category
Decrease the absence rate of pupil premium pupils to 4% zbe in line with all pupils	External	Attendance Officer with dedicated time to monitor absence and deal quickly with any issues. Attendance panels. Refer to Local Authority Attendance Officer. Termly RAG letters. Celebration Assemblies and termly and annual rewards (internally and externally).	The absence data for Pupil Premium pupils at St. Mary's was 4.0% compared to 4.1% for nationally. Attendance for Pupil Premium Pupils has improved by 0.7% from 2017 to 2018.	Attendance Officer	£ 8,000	Staffing - Support
To at least maintain the percentage of Y1 pupil premium pupils achieving the expected standard in the phonics screening test.	Internal	Phase focus phonics teaching. Booster groups/ phonic interventions-small groups and one to one. Individual targeted support. Parental involvement.	The percentage of pupil premium pupils achieving the expected standard in phonics (2018) was 75%. (National average for Other pupils was 85%).	Phonics subject leader	£ 8,000	Staffing - Support
Continue to diminish the difference in progress and attainment between pupil premium and national non pupil premium in reading, writing and maths.	Internal	Targeted in class support by teacher / senior teaching assistant. Data analysis and target setting. One to one intervention for writing and maths. Guided reading / comprehension sessions. Develop use of target NC+C18 statements. Moderation. Staff training.	There was an increase in the percentage of pupil premium pupils achieving greater depth (compared to 2016-17 data) in: <u>KS1</u> READING was 27% to (NA 33%) WRITING was 45% (NA 24%) MATHS was 27% compared to a NA+D23 of 28%) <u>KS2</u> READING from 10% to 60%. (NA 33%) WRITING from 20% to 70% (NA 24%) MATHS- from 30% to 40% (NA 28%)	Class teachers / KS and subject leaders	£ 30,000	Staffing - Support
To ensure the more able pupil premium pupils achieve the greater depth standard in reading, writing and maths	Internal	Targeted in class support by teacher / senior teaching assistant. Data analysis and target setting. One to one intervention for writing and maths. Guided reading / comprehension sessions. Develop use of target NC+C18 statements. Moderation. Staff training.	There was an increase in the percentage of pupil premium pupils achieving greater depth (compared to 2016-17 data) in: <u>KS1</u> READING was 27% to (NA 33%) WRITING was 45% (NA 24%) MATHS was 27% compared to a NS of 28%) <u>KS2</u> READING from 10% to 60%. (NA 33%) WRITING from 20% to 70% (NA 24%) MATHS- from 30% to 40% (NA 28%)	Class teachers / KS and subject leaders	£ 10,000	Staffing - Support

To continue to develop concentration and attention skills in KS2 by giving pupils the opportunity to develop a talent – playing the guitar (ukulele / Guitar)	External	External music teacher will deliver weekly lessons and organise performances by classes and individual pupils.	Developing a musical skills has helped raise aspirations and improved self esteem. Increase in concentration levels by pupils. Pupils have played in school concerts for audiences and their commitment and focus has been applied to other work in school.	Music subject lead and class teachers	£8,000	Staffing - Teaching
To continue to improve oral language (vocabulary) skills in the Early Years	Internal	Targeted one to one and small group support using evidence from teacher assessment and NFER Baseline Use of visits and visitors to develop pupils experiences and give pupils first hand experiences – making vocabulary real.	There was an increase in understanding key vocabulary during topics - correct pronunciation and application of vocabulary. Pupils were able to use vocabulary in the classroom environment and in their work. 80% (4 out of 5) of pupil premium children reached the expected standard in Listening and Attention, Understanding and Speaking (EYFS Profile)	EYs staff	£7,000	Staffing - Teaching
To improve the spelling ability of pupil premium pupils across the school	Internal	RW Inc. spelling scheme - participation in class lessons Word Shark Individual / small group spelling intervention sessions Spelling champion Work with other schools in peer to peer groups to share good practice and learn from one another to improve pupils' spelling ability. Staff training - external consultant	There was a slight increase in number of words pupils could spell and apply to their writing Grammar Hammer skills tests showed an increase in pupil scores over the year. By the end of KS2 the average spelling mark was 1.4 words above the National Other average (14.8 v 13.4)	SPAG subject leader	£5,480	Staffing - Teaching
To continue to increase pupil premium pupils' experiences of the wider world in order to raise aspirations, develop their knowledge and understanding and help develop their vocabulary	External	First Hand experiences linked to curriculum topics/ units of work. Time table of visits and visitors to enhance the curriculum and motivate and interest pupils.	A variety of planned visits and visitor enabled pupils to understand concepts and develop a further knowledge of topics and subjects. Vocabulary was introduced in a real context which helped develop pupils' understanding and ability to use the vocabulary appropriately.	Class Teachers	£8,000	Non Staffing Costs