



**St Mary's Church of England Primary School**  
Fowler Road, Islington, London N1 2EP

*'Believe and Achieve'*

## **Pupil Premium Statement 2013/14**

The Pupil Premium is additional Government funding allocated to schools for the purpose of boosting the attainment of pupils from low income families. Funding is allocated for every child who is registered for Free School Meals and children who are looked after by the Local Authority (CLA). The Pupil Premium level of funding for 2013-14 per primary school child registered as FSM or CLA is £953.

It is intended to enable schools to provide targeted support to help children reach their full potential through facilitating pupils' access to education and the curriculum and providing additional teaching and learning opportunities and interventions. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

### **The overarching aim for our Pupil Premium Policy 2013/14 is to:**

- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident, independent and successful learners.

### **The priority focuses for our Pupil Premium Policy 2013/14 are to:**

1. Develop the use of additional or specialist support to improve overall provision.
2. Secure the progress of targeted learners.
3. Minimise the impact of barriers to learning.

### **This has involved;**

- Additional staff working alongside class teachers to enhance learning.
- Consultants working alongside class teachers to model, support and improve the quality of teaching.
- Targeted interventions and support to support all underachieving pupils to make good or better progress.
- Deployment of Home school support officer to raise attendance and punctuality for particular pupils.
- Tailored emotional and communication support for targeted individuals.

### **Individual objectives are set for provisions, which also include the following success criteria;**

- Having an effective system for identifying, assessing and monitoring pupils.
- Children will have specific, measurable, achievable, realistic and time specific their individual targets.
- Having a whole-school approach, including effective parental pupil school support and engagement.
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

<b>St. Mary's Church of England Primary School</b> <b>2013/14</b> £953 for each eligible primary-aged pupil		
<i>To create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident, independent and successful learners.</i>		
<b>Use of additional or specialist support to improve overall provision</b>	<b>Securing the progress of targeted learners</b>	<b>Minimising the impact of barriers to learning</b>
<ul style="list-style-type: none"> <li>• Additional Staff working alongside class teachers to enhance learning.</li> <li>• Consultants working alongside class teachers to model, support and improve the quality of teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted interventions and support to support all underachieving pupils to make good or better progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Deployment of Home school support officer increased to raise attendance and punctuality for particular pupils.</li> <li>• Tailored emotional and communication support for targeted individuals.</li> </ul>

Focus	Provision	Objective	Cost
Use of additional or specialist support to improve overall provision	<ul style="list-style-type: none"> <li>• Support teacher deployed in year 6 class to support targeted pupils throughout the daily Maths lessons. This included support to access learning through differentiated planning and work for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• To accelerate and raise Maths attainment for pupils to work in line with national expectations.</li> </ul>	Support Teacher
	<ul style="list-style-type: none"> <li>• Deputy Head deployed in year 6 class to support targeted pupils throughout the daily literacy lessons. This included support to access learning through differentiated planning and work for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• To accelerate and raise Reading and Writing attainment for pupils to work in line with national expectations.</li> </ul>	£10,296
	<ul style="list-style-type: none"> <li>• Writing lessons led by the Headteacher to support accelerated progress amongst targeted underachieving Year 6 pupils. Support included technical skills, grammar, high level sentence structure and composition.</li> </ul>	<ul style="list-style-type: none"> <li>• To accelerate and raise attainment for pupils in writing.</li> </ul>	£1000
	<ul style="list-style-type: none"> <li>• Reading recovery teacher role expanded to lead Phonic groups for pupils in Key Stage 2 with gaps in their phonic knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• To secure and improve pupil reading, spelling and writing levels.</li> </ul>	RR Teacher
	<ul style="list-style-type: none"> <li>• Literacy Tree Consultants employed to support all teachers with Literacy teaching and learning through teacher support with planning, delivery and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• To improve the quality of teaching and learning in literacy lessons</li> </ul>	£3150
	<ul style="list-style-type: none"> <li>• Teachers in Years 2-6 engaged in Let's Think ongoing training, to receive local authority consultant support to improve Maths teaching and learning through teacher support with planning, delivery, team teaching and</li> </ul>	<ul style="list-style-type: none"> <li>• Improve quality of teaching and learning in Maths lessons.</li> </ul>	£4,000

	<p>assessment.</p> <ul style="list-style-type: none"> <li>• ARTIS IMPACT Consultants employed to support target teachers with creative curriculum teaching and learning through teacher support with planning, delivery, team teaching and assessment.</li> <li>• ICT Consultants employed to support target Key Stage 2 teachers with ICT teaching and learning through teacher support with planning, delivery, team teaching and assessment.</li> <li>• Whole school training on P4C/Philosophy for children. Staff learn to value children's views and to use those as the start of a process of that involves the children questioning assumptions, developing opinions with supporting reasons, analysing significant concepts and generally applying the best reasoning and judgement they are capable of to the question they have chosen.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve quality of teaching and learning in Literacy, maths and Curriculum lessons.</li> <li>• Improve quality of teaching and of ICT across the curriculum.</li> <li>• The teacher aims to build the children's skills and concepts through appropriate follow-up activities, thinking games and the orchestration of connections between philosophical discussions, life and the rest of the school curriculum.</li> </ul>	<p>£5,550</p> <p>£3000</p> <p>£1000</p>
<p>Targeted interventions and strategies to support all under-achieving pupils to make good or better progress.</p>	<ul style="list-style-type: none"> <li>• Reading Recovery teacher providing one to one sessions for pupils in Year 1 experiencing reading difficulties.</li> <li>• Voluntary Reading Scheme (Beanstalk) to work providing one to one sessions for pupils in Key Stage 2 experiencing Reading difficulties.</li> <li>• Support teacher deployed to support Maths learning for a targeted group of year 6 pupils one session a week.</li> <li>• Inclusion Leader deployed to support Maths learning for a group of year 6 pupils two sessions a week.</li> <li>• Year 6 class teacher deployed to teach small Maths groups. Additional class teacher employed to cover the year 6 class.</li> <li>• Deputy Head deployed to support Guided reading (including phonics, writing and grammar) daily for a targeted group of year 6 pupils five 45 minute sessions a week.</li> </ul>	<ul style="list-style-type: none"> <li>• To improve pupil phonics and reading skills and levels. To expand reading strategies. To segment to spell and blending to read.</li> <li>• To improve pupil reading and confidence levels.</li> <li>• To accelerate and raise attainment for pupils in Maths.</li> <li>• To accelerate and raise attainment for pupils in reading, phonics, writing and grammar.</li> </ul>	<p>RR Teacher</p> <p>£550</p> <p>Support Teacher</p> <p>£2000</p> <p>£4800</p> <p>£1700</p>

	<ul style="list-style-type: none"> <li>• Purchase of two ipads for children with identified special educational needs to use specific apps to support and delivery specific learning goals.</li> <li>• Teachers released for Pupil progress Review sessions 3x a year</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted pupils are able to achieve personalised goals through consolidation activities.</li> <li>• Teachers &amp; Learning Assistants involved in discussions with senior leaders related to pupil attainment and progress, review of provisions and interventions</li> </ul>	<p>£600</p> <p>Support Teacher</p>
<p>Deployment of School Home Support Officer increased to raise attendance and punctuality for particular pupils.</p> <p>Tailored emotional support for targeted individuals.</p>	<ul style="list-style-type: none"> <li>• School Home Support Officer (SHSO) promotes and monitors whole school attendance twice a week (full days). The SHSO writes to and meets with parents. Liaises with the school Educational Welfare Officer.</li> <li>• Home school support worker led and organised for outside professionals to come into school to provide workshops throughout the year for parents; ranging on issues; promoting attendance, finances, supporting parents with children's PSHE learning and further education.</li> <li>• Incentive &amp; Reward Scheme for attendance</li> <li>• Breakfast clubs for Year 2 and 6 support children prior to National Tests for the duration of the week of tests.</li> <li>• Caspari counselling for one pupil weekly.</li> <li>• Deputy Head delivered Drawing and Talking one to one sessions once a fortnight for two pupils.</li> <li>• Termly Pastoral care team meetings, participants include school staff and outside agencies; to regularly monitor social and emotional progress and need of some pupils; to assist with families in need or crisis and to formulate actions to support.</li> </ul>	<ul style="list-style-type: none"> <li>• To improve whole school attendance and punctuality, particularly through targeting families with persistent absences with individual support.</li> <li>• Weekly achievement assembly celebrating excellent attendance &amp; punctuality rate with Termly rewards for 100% attendance with good punctuality</li> <li>• Pastoral support systems ensure mentoring, counselling and additional support improved learning for our most vulnerable pupils.</li> </ul>	<p>SHSO</p> <p>£280</p> <p>£200</p> <p>£600</p> <p>£900</p>
<p>Tailored communication support for targeted individuals.</p>	<ul style="list-style-type: none"> <li>• Support Teaching Assistant led Language and communication sessions weekly for targeted pupils. Support sessions encompassed small group work, in class and playground/social support.</li> <li>• Lunchtime Buddy Clubs to support positive interactions and collaborative play (1 term)</li> </ul>	<ul style="list-style-type: none"> <li>• To improve social communication for targeted pupils.</li> <li>• To improve social communication and interactions for targeted pupils</li> </ul>	<p>£600</p> <p>£560</p>

<b>Pupil Premium Funding (2013-2014):</b>	£111,600
<b>Total Pupil Premium Expenditure</b>	£117,106

#### **Impact of Pupil Premium Spending 2013-2014**

As part of our school evaluation of performance, our tracking of progress over time is thorough and includes teachers and learning assistants in termly pupil progress meetings to review progress and implement strategies and interventions to promote improvements, as well as to identify and celebrate successes. We also have a Spring external review of teaching and learning.

In monitoring progress we include the use of:

- Termly assessment data (half-termly writing assessments) to support the impact of strategies and interventions on progress
- Evidence of learning – pupils’ work, classroom environments, displays of children’s work, observations, pupil feedback, staff and parent voice
- Moderation by LBI (EYFS)
- School Writing moderations
- Communication for success meetings – Teachers and Learning assistants review lessons for the week and identify focus next steps for learning objectives/outcomes for lessons
- Termly feedback to parents about performance to children and parents
- Review and evaluation of interventions and learning projects (eg Artis Impact) and adapted to promote improvements
- Thorough monitoring of attendance and punctuality to support improvements to attendance and learning
- Autumn RAISEonline analysis with SLT, Governors, core subject leaders and the school’s LDBS Grow Partner

In addition to using school performance data and systems (assessment manager) to evaluate the impact of attainment and progress, we will also use RAISEonline, KS1 and KS2 data, Phonics check, EYFS, and SMIF (LBI performance summary) data.