



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

'Believe and Achieve'

Pupil Premium Aims & Allocation Statement 2014/15

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).

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 2014/15 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 2014/15 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.

School Evaluation of Impact:

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- A wide range of data is used - achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium
- We will use Raise Online, KS2 KS1, Phonics, EYFS SMIFs (Local education authority data summary) as well as whole school data (using Assessment Manager) to evaluate impact in terms of attainment and progress.

Pupil Premium Grant (PPG) received	
Amount of PPG received per pupil	£1, 300
Total amount of PPG received	£166,684

Nature of Support	
Learning in the curriculum and enrichment beyond	£65, 219 (39.1%)
Development of high quality interventions for targeted groups	£56, 347 (33.8%)
Behaviour, Safety and Parental Engagement	£49, 356 (29.6%)

St. Mary's Church of England Primary School: Pupil Premium Aims 2014/15

£1,300 for primary-aged pupils

The Pupil Premium allocated for St Mary's this academic year is £171,600. Please see the table below for the range of provision.

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.

Achievement of Pupils: Reading, Writing, Communication & Maths

Quality of Teaching	Leadership and Management	Behaviour and Safety of Pupils
1. Learning in the curriculum and enrichment beyond	2. Development of high quality interventions for targeted groups	3. Parental Engagement
<ul style="list-style-type: none"> • Level 6 training for staff and Level 6 Boosters for year 5/6 pupils in English and Maths to challenge and support more able pupils to achieve the highest levels. • Teaching and Learning throughout the curriculum is improved for children. • Children have opportunities for learning beyond the curriculum which enrich learning. • Continued use of additional or specialist support to improve overall provision from 2013/14: • Additional Staff working alongside class teachers to enhance learning. • Consultants working alongside class teachers to model, support and improve the quality of teaching. • Beanstalk Reading Volunteer Scheme • Subsidising the costs of additional opportunities that extend a child's experience and aspirations. 	<ul style="list-style-type: none"> • Development of teaching and interventions for targeted groups with Literacy specific needs; Specific Literacy Difficulties teacher time: SpLD profiling. • Additional support for children who did not pass national Phonic Screening Check. • Use of Snap 2 and Numicon for Maths • Use of Socially speaking, Time to Talk for SALT • Use of Phonic Bug setting for Phonics • Staff training CPD for teachers and learning assistants • Additional support from Outreach services • Additional support from the educational psychology service. 	<ul style="list-style-type: none"> • Children and parents have an increased support system at St. Mary's. • Parents develop knowledge and skills to support their children's learning journey. • Achievement for All programme. • Targeted extended schools places. • 'Parents as Partners'. • Continued aim to minimise the impact of barriers to learning from 2013/14: • Deployment of Home school support officer increased to raise attendance and punctuality for particular pupils. • Tailored emotional and communication support for targeted individuals. • Use of local authority services e.g. CAMHs provision, speech & language service etc.

***Focus 1: Learning in the curriculum and enrichment beyond
Use of additional or specialist support to improve overall provision***

Provision	Cost	Objective	Outcome
Additional teacher deployed in year 6 class to supported targeted pupils throughout the daily Maths lessons. This included support to access learning through differentiated planning and work for pupils. Followed up with one to one tutorials.	£27, 280	<ul style="list-style-type: none"> • To accelerate and raise Maths attainment for pupils to work in line with national expectations. • Improve quality of teaching and learning in Maths lessons. 	<ul style="list-style-type: none"> • Improved KS2 data at L4+, L5+ and L6+ attainment in Maths. • Improved KS1 L2B+ attainment in Maths (improved L3 attainment). • Improved KS2 data at L4+, L5+ and L6+ attainment in Maths. • Improved standards in Maths language teaching and learning evident.
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 assessment.	£990		
Reading recovery teacher role expanded to lead Phonic groups for pupils in Key Stage 2 with gaps in their phonic knowledge.	£5, 125	<ul style="list-style-type: none"> • To secure and improve pupil reading, spelling and writing levels. 	<ul style="list-style-type: none"> • Improved L4+ attainment in SPAG, Reading and Writing. • Improved attainment in Y1 Phonics (above last year's LBI and NA attainment). • Improved standards in teaching and learning evident.
Literacy Tree Consultants employed to support all teachers with Literacy teaching and learning through teacher support with planning, delivery and assessment.	£1, 260	<ul style="list-style-type: none"> • Improve quality of teaching and learning in Literacy lessons. 	
ARTIS IMPACT Consultants employed to support target teachers with creative curriculum teaching and learning through teacher support with planning, delivery, team teaching and assessment.	£2, 976	<ul style="list-style-type: none"> • Improve quality of teaching and learning in Literacy and Curriculum lessons. 	<ul style="list-style-type: none"> • Improved standards in language teaching and learning evident. • Creative cross curricular links in writing evident. • Increased confidence and self-belief from pupils. • Increased confidence in computing, speaking and listening from pupils.
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.	£1, 000	<ul style="list-style-type: none"> • Improve quality of teaching and of ICT across the curriculum. 	

<p>Staff developments building on from 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.</p>	<p>£594</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Young Leaders in place across the school and actively contributing to whole school events including governors and parents.
<p>Weekly release of Phase and Senior leaders to contribute to: developing consistency of practice and expectations, monitoring and evaluation cycle, ensuring quality first teaching (team teaching and planning, modelled lessons, provide targeted CPD), sharing best practice, effective use of data and gap analysis.</p>	<p>£3, 444</p>	<ul style="list-style-type: none"> To increase % of good and outstanding teaching. Consistent implementation of practice and expectations across school. To increase % of children working at or above age related expectations. 	<ul style="list-style-type: none"> Increased % of good and outstanding teaching across the school. Consistency in practice and expectations across school form all staff. Increased % of children working at or above age related expectations.
<p>All children engaged with Library service for personal, group and whole class reading for pleasure sessions. Enhanced by additional curriculum hand on resources for children.</p>	<p>£3, 062</p>	<ul style="list-style-type: none"> To improve pupil reading level, confidence, lifelong love of reading and increase range of reading materials. 	<ul style="list-style-type: none"> Improved attainment in Y1 Phonics (above last year's LBI and NA attainment). Improved attainment in Y2 Phonics Screening Check resits. Improved standards in teaching and learning evident. Children demonstrate a more positive attitude to reading. Improved L4+ attainment in SPAG , Reading and Writing.

			<ul style="list-style-type: none"> Improved confidence, resilience and access to learning is evident.
Specialist Sports Coach in place for PE teaching for pupils and joint teaching model for staff.	£10, 000	<ul style="list-style-type: none"> Improve quality of teaching and learning in Physical Education. 	<ul style="list-style-type: none"> Improved standards in PE teaching and learning evident. Increased confidence and self-belief from pupils.
Additional educational Psychology support for observation, guidance, assessment and target setting.	£1, 000	<ul style="list-style-type: none"> Clear strategies provided for teaching strategies for individual children. 	<ul style="list-style-type: none"> Improved concentration and independence from target children. Personal goals achieved.
Additional learning assistant deployed in the Early Years	£8, 488	<ul style="list-style-type: none"> Targeted support for pupils. To increase % of pupils achieving GLD. 	<ul style="list-style-type: none"> Pupils achieving GLD exceeding LA and national.
<p><i>Focus 2: Development of high quality interventions for targeted groups</i> <i>Targeted interventions and support to support all underachieving pupils to make good or better progress.</i></p>			
Reading Recovery teacher providing one to one sessions for pupils in Year 1 and 2 experiencing reading difficulties.	£27, 280	<ul style="list-style-type: none"> To improve pupil phonics and reading skills and levels. To expand reading strategies. To segment to spell and blending to read. To improve pupil reading level, confidence, lifelong love of reading and increase range of reading materials. To accelerate and raise attainment for pupils in reading, phonics, writing and grammar. 	<ul style="list-style-type: none"> Improved attainment in Y1 Phonics (above last year's LBI and NA attainment). Improved attainment in Y2 Phonics Screening Check resits. Improved standards in teaching and learning evident. Children demonstrate a more positive attitude to reading. Improved L4+ attainment in SPAG , Reading and Writing. Improved confidence, resilience and access to learning is evident.
School Leader deployed to support Phonics teaching in year one and two. Focused groups of children daily.	£8, 875		
Voluntary Reading Scheme (Beanstalk) to work providing one to one sessions for pupils in Key Stage 2 experiencing Reading difficulties.	£550		
School Leader deployed to support Guided reading (including phonics, writing and grammar) daily for a targeted group of year 6 pupils daily.	£8, 875		

School Leader deployed to support Extended Writing for a targeted group of year 6 pupils session weekly.	£9, 889	<ul style="list-style-type: none"> To accelerate and raise attainment for pupils in writing. 	
Purchase of two ipads for children with identified special educational need to use specific apps to support and delivery specific learning goals.	£878	<ul style="list-style-type: none"> Targeted pupils are able to achieve personalised goals through consolidation activities. 	<ul style="list-style-type: none"> Improved concentration and independence from target children. Personal goals achieved.
<p><i>Focus 3: Behaviour, Safety and Parental Engagement</i></p> <p><i>Deployment of Home school support officer increased to raise attendance and punctuality for particular pupils.</i></p> <p><i>Tailored emotional, communication and social support for targeted individuals.</i></p>			
Home school support officer promotes and monitors whole school attendance twice a week (full days). The HSSO writes to and meets with parents. Liaises with the school Educational Welfare Officer.	£14, 256 £4, 142	<ul style="list-style-type: none"> To improve whole school attendance and punctuality, particularly through targeting families with persistent absences with individual support. 	<ul style="list-style-type: none"> Improved whole school attendance now at 95.1% (for 2014/15). Improved punctuality across the school with a positive attitude to punctuality. Improved engagement from PA families with Home School Support Officer. All children on time and present for National Tests. Improved KS1 L2B+ attainment in Maths (improved L3 attainment). Improved KS2 data at L4+, L5+ and L6+ attainment in Maths. Improved L4+ attainment in SPAG, Reading and Writing.
Breakfast clubs for Year 2 and 6 support children prior to National Tests for the duration of the week of tests.	£172, 95		
Targeted extended school places	£900	<ul style="list-style-type: none"> To improve attendance and punctuality Improving social skills. To provide place sin targeted Breakfast and after school clubs. 	<ul style="list-style-type: none"> Increased pupil attendance at after school provision of choice.

Inclusion Leader to deliver Drawing and Talking one to one sessions once a fortnight for two pupils.	£2, 366	<ul style="list-style-type: none"> Pastoral support systems ensure mentoring, counselling and additional support improved learning for our most vulnerable pupils. 	<ul style="list-style-type: none"> Improved pupil confidence and self-belief with the ability to communicate thoughts and feelings. Improved pupil relationships with peers, staff and families. Strong outside agency support within the school for families.
Termly Team around the School 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.	£14, 459		
Targeted Parent Meetings.	£4, 158	<ul style="list-style-type: none"> Increased engagement of parents in learning. Targeted children make accelerated progress. Targeted 3 parents in each year group 3x a year. 	<ul style="list-style-type: none"> Increased families engaged with agency support with improved outcomes for pupils, particularly attainment and attendance.
Support Learning Assistant to lead Language and (social) communication sessions for targeted pupils. Support sessions encompassed small group work, in class and playground/social support. Additional support to access the curriculum in class.	£8, 488	<ul style="list-style-type: none"> To improve social communication for targeted pupils. 	<ul style="list-style-type: none"> Improved quality of Language and Communication groups with improved learning behaviour, personal skills and relationships (social communication) between pupils.
'Jenny Mosely' Powerfully Positive Lunchtimes training for Learning Assistants	£320		

Total PPG received	£166,684
Total PPG expenditure	£170, 922
PPG remaining	-£4, 238

Performance of Disadvantaged pupils at the End of Keystage 2

	Disadvantaged pupils	Other pupils
Percentage of disadvantaged pupils achieving level 3 or below in reading and maths tests and writing TA	0%	0%
Percentage of disadvantaged pupils achieving level 4 or above in reading and maths tests and writing TA	71%	86%
Percentage of disadvantaged pupils achieving level 4B or above in reading and maths tests and writing TA	57%	86%
Percentage of disadvantaged pupils achieving level 5 or above in reading and maths tests and writing TA	36%	43%
Percentage of disadvantaged pupils making at least 2 levels of progress in reading	92%	100%
Percentage of disadvantaged pupils making at least 2 levels of progress in writing TA	100%	100%
Percentage of disadvantaged pupils making at least 2 levels of progress in maths	92%	100%