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

'Believe and Achieve'

Pupil Premium Aims & Allocation Statement 2015/16

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 2015/16 is to:

- To enhance a culture and ethos of excellence 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 2015/16 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 will involve;

- Additional staff working alongside class teachers to enhance learning.
- Consultants from a wide range of specialist backgrounds working alongside staff 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.

Key areas of focus;

- To increase the quality of day to day teaching through increasing the % of outstanding teaching across the school, placing an additional non-class based teacher.
- Increase the % of children who meet and exceed expected standard in Phonics.
- Raise attainment in writing.
- Increase the % of children exceeding expectations.
- Embed the new curriculum.
- Develop an effective system of assessment without levels.
- Developing children as learners.

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 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 School Pupil Tracker) to evaluate impact in terms of attainment and progress.

St. Mary's Church of England Primary School: Pupil Premium Aims 2015/16

£1,320 for primary-aged pupils
The Pupil Premium allocated for St Mary's this academic year is £156, 020.
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.

Focus 1: Learning in the curriculum and enrichment beyond Use of additional or specialist support to improve overall provision	
Provision	**Objective**
Targeted Maths Teaching: Additional leader deployed to support targeted pupils throughout the daily Maths lessons. This includes support to access learning through differentiated planning and work for pupils. **Targeted Maths Teaching:** HLTA deployed to support targeted pupils throughout the daily Maths lessons. This included support to access learning through differentiated planning and work for pupils. **Enhanced Maths Teaching:** Additional teacher deployed for Higher level maths group.	• To accelerate and raise Maths attainment for pupils to work in line with national expectations. • Improve quality of teaching and learning in Maths lessons. • To plan opportunities for higher level plans application. • Increased high level attainment in maths.
Additional Learning Assistant deployment **Literacy Difficulties:** Reading recovery teacher role expanded to lead English group (Phonic focus). **Targeted Phonics Teaching:** Reading recovery teacher providing daily phonics teaching for groups of children. **Targeted Phonics Teaching:** Additional teacher providing daily phonics teaching for groups of pupils. **Targeted Phonics Teaching:** School Leader deployed to support Phonics teaching. Focused groups of children daily. **Additional learning assistant deployed:** in the Early Years	• Continuous English and Maths Support for pupils. • Additional social, emotional, communication and behavioural support for pupils. • CPD for the learning assistant team. • To secure and improve pupil reading, spelling and writing levels. • Improved attainment of pupils meeting expectations for the National Phonic Screening Check. • Improved attainment in reading and writing. • Improved attainment of pupils achieving Phase 4 by the end of the EY. • Improved attainment in reading and writing.

Consultancy Input: Literacy Tree Consultants employed to support all teachers with Literacy teaching and learning through teacher support with planning, delivery and assessment.	• Targeted support for pupils. • To increase % of pupils achieving GLD. • Improve quality of teaching and learning in Literacy lessons. • To bring the curriculum to life by making learning exciting, engaging and relevant. • To ignite children's imaginations and support improved standards in writing. • Increased attainment in speaking and listening and in writing. • Improve quality of teaching and learning in Literacy and Curriculum lessons. • Improve quality of teaching and of ICT across the curriculum
Consultancy Input for Arts Participation: ARTIS IMPACT Consultants employed to support target teachers with creative curriculum teaching and learning through teacher support with planning, delivery, team teaching and assessment.	
Consultancy Input for Digital Technology: 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.	
Meta-cognition and Self-regulation 'Learning to Learn': 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.	• 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.
Weekly release of Phase and English subject leaders to contribute to: develop 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.	• 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.
Learning Assistants: Weekly release of Learning Assistants to contribute to: develop consistency of practice and expectations, monitoring and evaluation cycle, ensuring quality first teaching (planning, observing, targeted CPD), sharing best practice.	
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.	• To improve pupil reading level, confidence, lifelong love of reading and increase range of reading materials.
Feedback: Assertive and Peer mentoring	• To improve feedback: Setting clear targets for pupils, having individual mentoring sessions with pupils to discuss their learning, provide quality feedback and develop clear next steps for improvement, engaging parents more fully in learning, informing whole, small, group and one to one teaching based on detailed gap analysis. Older learners support younger learners taking responsibility for; aspects of teaching, evaluating their success and providing feedback.
Specialist Sports Coach in place for PE teaching for pupils and joint teaching model for staff.	• Improve quality of teaching and learning in Physical Education.

Additional educational Psychology support for observation, guidance, assessment and target setting.	• Clear strategies provided for teaching strategies for individual children.
Additional Speech and Language support for observation, guidance, assessment and target setting.	

<table>
<tr><td colspan="2" align="center">Focus 2: Development of high quality interventions for targeted groups
Targeted interventions and support to support all underachieving pupils to make good or better progress.</td></tr>
<tr><td>One to one: Reading Recovery teacher providing one to one sessions for pupils experiencing reading difficulties.</td><td rowspan="3">• 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.</td></tr>
<tr><td>One to one: Voluntary Reading Scheme (Beanstalk) to work providing one to one sessions for pupils experiencing Reading difficulties.</td></tr>
<tr><td>Targeted small group: School Leader deployed to support Guided reading (including phonics, writing and grammar) daily for a targeted group of pupils.</td></tr>
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• 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.</td></tr>
<tr><td>Targeted small group: Additional learning assistant deployed to support targeted pupils throughout the daily Guided reading.</td></tr>
<tr><td>Targeted small group: Support for Extended Writing for a targeted group of pupils.</td><td>• To accelerate and raise attainment for pupils in writing.</td></tr>
<tr><td>Digital Technology: Purchase of ipads for children with identified special educational need to use specific apps to support and delivery specific learning goals.</td><td>• Targeted pupils are able to achieve personalised goals through consolidation activities.</td></tr>
<tr><td colspan="2" align="center">Focus 3: Behaviour, Safety and Parental Engagement
Deployment of Home school support officer increased to raise attendance and punctuality for particular pupils.
Tailored emotional, communication and social support for targeted individuals.</td></tr>
<tr><td>Good attendance and punctuality: 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.</td><td rowspan="2">• To improve whole school attendance and punctuality, particularly through targeting families with persistent absences with individual support.</td></tr>
<tr><td>Good attendance and punctuality: Breakfast clubs for Year 2 and 6 support children prior to National Tests for the duration of the week of tests.</td></tr>
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Development of Young Leaders team (prefects, school council, house captains and sports captains).	• Extending opportunities to build leadership skills. • To ensure there are a range of responsibilities throughout the school. • Children take responsibility for own learning.
Good attendance and punctuality: Targeted extended school places	• To improve attendance and punctuality • Improving social skills. • To provide place sin targeted Breakfast and after school clubs.
Social and emotional learning: delivery of Drawing and Talking one to one sessions once a fortnight. **Social and emotional learning:** Therapist to deliver one to one sessions for targeted pupils. **Aspirations:** 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.	• Pastoral support systems ensure mentoring, counselling and additional support improved learning for our most vulnerable pupils. • To support children with emotional needs.
Aspirations: Targeted Achievement for All meetings **Aspirations:** Development of a Graduated Parental Support Programme – a layered approach to guiding parents in supporting their children: teacher meetings, open classrooms, workshops, small group workshops, intervention portholes and development of school website.	• To identify target parents. • Increasing engagement of parents in learning. • Improved home learning skills. • Targeted children make accelerated progress.
Oral Language: Support Learning Assistant to lead Language and communication sessions weekly for targeted pupils. Support sessions encompassed small group work, in class and playground/social support. Development of outdoor quiet zone area, social communication and play.	• To improve social communication for targeted pupils.

Numbers on roll and Pupil Premium Grant (PPG) received

Amount of PPG received per pupil	£1, 320
Total amount of PPG received	£156, 020
Total funding for per CLA or SGO pupil	£1, 900