



St Mary's Church of England Primary School

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The St Mary's Way
*Together we aspire and believe
Together we achieve*

Pupil Premium Aims & Allocation Statement 2016/17

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 2016/17 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 2016/17 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 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 swiftly identify any underachievement 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 2016/17

£1,320 for primary-aged pupils

The Pupil Premium allocated for St Mary's this academic year is £143, 400.

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	Evaluation
<p>Targeted Maths Teaching: Additional leader and non-class based teacher deployed to support targeted pupils throughout the daily Maths lessons. This includes support to access learning through differentiated planning and work for pupils.</p>	<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. • To plan opportunities for higher level plans application. • Increased high level attainment in maths. 	<ul style="list-style-type: none"> • KS1 Maths Exp 80% • KS1 GD 23% • KS1 Pupil Premium Exp 93% • KS1 pupil premium 100% made expected plus progress • KS2 Pupil Premium Exp 90% (non-pupil premium 83%) • KS1 & KS2 pupil premium 100% made expected plus progress <p>AFA team supported GD maths groups Wholes school pupil premium Exp + 75% compared with non-pupil premium Exp+ (77%) Whole school pupil premium progress (exp+) 89% compared with non-pupil premium pupils progress (exp+) at 91%</p>
<p>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.</p>		
<p>Enhanced Maths Teaching: Additional teacher deployed for Higher level maths group.</p>		
<p>Targeted English teaching support deployed for higher attainment in Writing and Reading. AHT, HLTA and non-class based teacher.</p>	<ul style="list-style-type: none"> • To accelerate and raise English attainment for pupils to work in line with national expectations. • Improve quality of teaching and learning in English lessons. 	<ul style="list-style-type: none"> • Reading 79% PP children working at Exp+ (cpw NP children 78%) • Writing 80% PP children working at Exp+ (cpw NP children 78%) • Growth in buddy culture and support for planning
<p>Additional staff aid in high quality joint planning – raising attainment and providing CPD for staff.</p>		

	<ul style="list-style-type: none"> • To plan opportunities for higher level plans application. • Increased high level attainment in English. 	
Additional Learning Assistant deployment	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Increased support with outside agencies eg CAHMs, outreach services. This has strengthened strategies for learning • 80% PP children met Y1 Phonics Screening check • 100% PPC passed the Y2 re-check of phonics screening
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		

	<ul style="list-style-type: none"> • Improve quality of teaching and of ICT across the curriculum 	
Weekly release of Phase and Core 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.	<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"> • Ongoing CPD and extended buddy provision supporting growth of good/outstanding teaching • Communication 4 Success meetings introduced to support AfA • Learning Assistants use additional CPD time to share good practice across the school and to support implementation of strategies for targeted pupil
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.	<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"> • Resources linked to creative curriculum • PPC in reading just above non-pupil premium pupils for end of year expectations in reading
Specialist Sports Coach in place for PE teaching for pupils and joint teaching model for staff.	<ul style="list-style-type: none"> • Improve quality of teaching and learning in Physical Education. 	<ul style="list-style-type: none"> • Staff support increased sporting activities and competitive sports provision which Y5/Y6 PPC participate
<i>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.</i>		
Targeted small group: School Leader deployed to support Guided reading (including phonics, writing and grammar) daily for a targeted group of pupils.	<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. 	<ul style="list-style-type: none"> • Team teaching supported good school expectations for reading and home reading procedures • Additional reading support for targeted pupils in place • Reading 79% PP children working at Exp+ (cpw NP children 78%)
Targeted small group: School Leader deployed to support Guided reading (including phonics, writing and grammar) daily for a targeted group of pupils.		
Targeted small group: Additional learning assistant deployed to support targeted pupils throughout the daily Guided reading.		

	<ul style="list-style-type: none"> To accelerate and raise attainment for pupils in reading, phonics, writing and grammar. 	
Targeted small group: Support for Extended Writing for a targeted group of pupils.	<ul style="list-style-type: none"> To accelerate and raise attainment for pupils in writing. 	<ul style="list-style-type: none"> KS1 & KS2 PPC targeted for group work, progress tracked in PPMs. 80% of PPC working at Exp+ Cpw 78% NPC
<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>		
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.	<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"> SHS attendance officer engages with targeted families to support improvements in attendance School attendance for 2016/17 95.4% nearing closer to the government expectations of 96% PPC invited to attend breakclub during national test weeks
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.		
Development of Young Leaders team (prefects, school council, house captains and sports captains).	<ul style="list-style-type: none"> Extending opportunities to build leadership skills. To ensure there are a range of responsibilities throughout the school. Children take responsibility for own learning. 	<ul style="list-style-type: none"> Children elected their young leaders Children met with sports coach to support play leader provision
Good attendance and punctuality: Targeted extended school places	<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"> Late gate procedures in place SHS officer engaging with targeted families
Social and emotional learning: delivery of Kick London, where sport is used as a tool to engage with young people, enabling them to develop self-esteem, social responsibility, and life skills. These include	<ul style="list-style-type: none"> Pastoral support systems ensure mentoring, counselling and additional support improved 	<ul style="list-style-type: none"> Y4 PPC (targeted) for Y4 mentoring with Kick London. Positive impact on learning behaviours and

the concepts of teamwork, leadership, self-control, making good choices, developing aspirations and respect.	learning for our most vulnerable pupils. <ul style="list-style-type: none"> To support children with emotional needs. 	outcomes for Y5 transition preparations <ul style="list-style-type: none"> Families engaged with support attending end of school year performance and providing feedback
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.		<ul style="list-style-type: none"> Meetings with external agencies termly supported provision for emotional support of PPC
Aspirations: Targeted Achievement for All meetings	<ul style="list-style-type: none"> To identify target parents. Increasing engagement of parents in learning. Improved home learning skills. Targeted children make accelerated progress. 	<ul style="list-style-type: none"> FOSM increased in number of families Class workshops during the year Targeted family AFA Parent questionnaires are positive
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.		
Development of outdoor quiet zone area, social communication and play.	<ul style="list-style-type: none"> To improve social communication for targeted pupils. 	<ul style="list-style-type: none"> Learning zone provides place for nurturing activities and outdoor learning Staff provision in place (AFA structure) to provide social and emotional groups
<i>Numbers on roll and Pupil Premium Grant (PPG) received</i>		
Amount of PPG received per pupil	£1, 320	
Total amount of PPG received	£143, 400	
Total funding for per CLA or SGO pupil	£1, 900	