



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 2017/18

% Pupils eligible for PPG	54%	Number of eligible pupils for PPG	99
Amount PPG received per pupil	£1,320	Total PPG received	£136,220

Sutton Trust / EEF Category	Item / Project	Expected Costs	Objectives	Desired Outcomes	Targeted Year Groups	Impact Evaluation
Arts Participation / Extended Provision	Kick London School Choir	£1000 £1500	Improve access to extra-curricular activities To develop access to broader curriculum and enrichment for all pupils	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 the concepts of teamwork, leadership, self-control, making good choices, developing aspirations and respect.	KS2	
Collaborative Learning	Nurture Learning Groups Lego Therapy	£1000	Improve self-esteem and behaviours for learning for targeted children	Collaborative or cooperative learning can be defined as learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. This can be either a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity. Some collaborative learning approaches also get mixed ability teams or groups to work in competition with each other, in order to drive more effective collaboration. There is a very wide range of approaches to collaborative and cooperative learning involving different kinds of organisation and tasks, but this summary does not include Peer tutoring, which is reviewed separately.	R-Y6 KS1-KS2	

Feedback	<p>Communication for Success Feedback Meetings</p> <p>Marking and Feedback CPD</p>	<p>£1000</p> <p>£4500</p>	<p>Precise and effective feedback given to learners to challenge and ensure accelerated progress.</p>	<p>Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.</p>	R-Y6	
Oral Language Interventions	<p>Little Angel Theatre Project</p> <p>Word Aware</p> <p>Beanstalk Reading</p>	<p>£1500</p> <p>£1500</p> <p>£600</p>	<p>To create planned opportunities to develop and use spoken language.</p>	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include:</p> <ul style="list-style-type: none"> • Targeted reading aloud and discussing books with young children • Explicitly extending pupils' spoken vocabulary • The use of structured questioning to develop reading comprehension <p>All of the approaches reviewed in this section support learners' articulation of ideas and spoken expression, such as Thinking Together or Philosophy for Children. Oral language interventions therefore have some similarity to approaches based on Meta-Cognition, which make talk about learning explicit in classrooms, and to Collaborative Learning approaches, which promote pupils' talk and interaction in groups.</p>	<p>R-Y6</p> <p>R-Y6</p> <p>KS2</p>	
Early Years Interventions	<p>Additional Resources and delivery of targeted interventions</p>	<p>£4,500</p>	<p>Improving outcomes for PPP learners in relation to Prime Areas and GLD – exceeding local and national averages.</p>	<p>Early years or early childhood interventions are approaches that aim to ensure that young children have educationally based pre-school or nursery experiences which prepare for school and academic success, usually through additional nursery or pre-school provision. Many of the researched programmes and approaches focus on disadvantaged children. Some also offer parental support. The research summarised here looks at general or multi-component programmes and approaches.</p>	R	

				For more information about the impact of different aspects of early years provision please see the Early Years Toolkit.		
Targeted Teaching / Mastery Learning	Achievement for All Teacher	£15,680	Quality First Reading, Writing and Maths teaching for PP pupils to increase attainment	Pupils with similar levels of current attainment are grouped together either for specific lessons on a regular basis (setting or regrouping), or as a whole class (streaming or tracking). The assumption is that it will be possible to teach more effectively or more efficiently with a narrower range of attainment in a class.	R-Y6	
	Senior Leader Teacher	£25,000				
	Senior Leader Teacher	£7000				
	HLTA	£10,700				
	SLT (Interventions Management and Quality First Teaching)	£15,000	Secure good or better teaching across all year groups		R-Y6	
Parental Engagement	SHS Lead HLTA Parental Engagement Mornings	£10,000	Attendance and Aspirations of PPP	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.	R-Y6	
Learning Assistants	Interventions planned, prepared and delivered by trained Learning Assistants (inc. PPA)	£35,000	See provision maps	Teaching assistants (also known as TAs or classroom support assistants) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely from school to school, ranging from providing administrative and classroom support to providing targeted academic support to individual pupils or small groups.	R-Y6	
Phonics	Dyslexia and Reading Recovery Teaching Specialist	£8200	Targeted Support to improve outcomes in Reading and Writing for KS2 PP children	Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.	KS2	

Total Received	£136,220
Total Cost based on Provision Map	£143,680
Total Grant Remaining	-£7,460