



St Mary's Church of England Primary School

Fowler Road, Islington, London N1 2EP

Tel: 020 7359 1870 Email: school@stmarys.islington.sch.uk

www.stmarys.islington.sch.uk



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

Pupil Premium Aims & Allocation Statement 2017/18

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 2017/18 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 2017/18 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 2017/18

£1,320 for primary-aged pupils

The Pupil Premium allocated for St Mary's this academic year is £136, 220.

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
<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.
<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. • To plan opportunities for higher level plans application. • Increased high level attainment in English.
<p>Additional staff aid in high quality joint planning – raising attainment and providing CPD for staff.</p>	
<p>Additional Learning Assistant deployment</p>	<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.
<p>Literacy Difficulties: Reading recovery teacher role expanded to lead English group (Phonic focus).</p>	
<p>Targeted Phonics Teaching: Reading recovery teacher providing daily phonics teaching for groups of children.</p>	
<p>Targeted Phonics Teaching: Additional teacher providing daily phonics teaching for groups of pupils.</p>	

<p>Targeted Phonics Teaching: School Leader deployed to support Phonics teaching. Focused groups of children daily.</p>	<ul style="list-style-type: none"> • 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. • Improve quality of teaching and of ICT across the curriculum
<p>Additional learning assistant deployed: in the Early Years</p>	
<p>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.</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.
<p>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.</p>	
<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>	<ul style="list-style-type: none"> • To improve pupil reading level, confidence, lifelong love of reading and increase range of reading materials.
<p>Specialist Sports Coach in place for PE teaching for pupils and joint teaching model for staff.</p>	<ul style="list-style-type: none"> • Improve quality of teaching and learning in Physical Education.
<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>	
<p>Targeted small group: School Leader deployed to support Guided reading (including phonics, writing and grammar) daily for a targeted group of pupils.</p>	<ul style="list-style-type: none"> •
<p>Targeted small group: School Leader deployed to support Guided reading (including phonics, writing and grammar) daily for a targeted group of pupils.</p>	<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.
<p>Targeted small group: Additional learning assistant deployed to support targeted pupils throughout the daily Guided reading.</p>	

	<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.
<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.
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.
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.
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.	<ul style="list-style-type: none"> Pastoral support systems ensure mentoring, counselling and additional support improved learning for our most vulnerable pupils. To support children with emotional needs.
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.	
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.
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.
<i>Numbers on roll and Pupil Premium Grant (PPG) received</i>	
Amount of PPG received per pupil	£1, 320
Total amount of PPG received	£136, 220
Total funding for per CLA or SGO pupil	£1, 900