

## **St. Mary's Pupil premium strategy statement 2017-18**

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”  
(A.P.J. Abdul Khan, 11<sup>th</sup> President of India)**

***“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi***

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

### **Principles**

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## 1. Summary information

<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	£24,660	<b>Date of most recent PP Review</b>	03.04.2018
<b>Total number of pupils</b>	221	<b>Number of pupils eligible for PP</b>	<b>27</b>	<b>Date for next internal review of this strategy</b>	July 2018

<b>FSM</b>	<b>Ever6</b>	<b>Pupil Premium Plus (Adoption Premium)</b>	<b>Services</b>
8	10	4	5

### Current Academic Year

(Percentages are for each cohort and the totals across the school)

<b>Year Group</b>	<b>Total</b>	<b>FSM</b>	<b>Ever 6</b>	<b>Services</b>	<b>Adoption Premium</b>
Year 6	6	2	3	0	1
Year 5	4	0	3	1	0
Year 4	4	0	3	1	0
Year 3	4	1	1	1	1
Year 2	3	1	0	1	1
Year 1	2	0	0	1	0
Reception	1		0	0	1
<b>Total</b>	<b>24/11%</b>	<b>4</b>	<b>10</b>	<b>5</b>	<b>4</b>
Out of whole school		<b>2%</b>	<b>5%</b>	<b>2%</b>	<b>2%</b>
Out of Pupil Premium		<b>17%</b>	<b>42%</b>	<b>21%</b>	<b>17%</b>

## 2. Current achievement

<b>End of KS1 &amp; 2 Attainment for: 2016-2017</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths	<b>100%</b>	<b>89%</b>	<b>61%</b>
% achieving expected standard or above in reading	<b>100%</b>	<b>100%</b>	<b>71%</b>
% achieving expected standard or above in writing	<b>100%</b>	<b>91%</b>	<b>76%</b>
% achieving expected standard or above in maths	<b>100%</b>	<b>97%</b>	<b>75%</b>
Progress score in Reading	<b>+10.3</b>	<b>+6.5</b>	
Progress score in Mathematics	<b>-.02</b>	<b>+2.9</b>	
Progress score in Writing	<b>+4.3</b>	<b>+2.4</b>	
% achieving expected standard or above in reading at KS1	<b>67%</b>	<b>83%</b>	
% achieving expected standard or above in writing at KS1	<b>67%</b>	<b>70%</b>	
% achieving expected standard or above in maths at KS1	<b>100%</b>	<b>77%</b>	

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### **In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Writing progress in Key Stage 2
<b>B.</b>	Poor social and emotional resilience

#### **External barriers** (issues which also require action outside school, such as low attendance rates)

<b>C.</b>	Attendance
<b>D.</b>	

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>The progress in writing for PP pupils will rise to be in line with the progress of all children.</p> <ul style="list-style-type: none"><li>• Arrow</li><li>• 1:Group</li><li>• PPG</li></ul>	<p>The gap between those pupils in receipt of PP funding and those who are not will be minimised with PP children making at least 5 steps progress.</p>
<b>B.</b>	<p>Children will become more resilient, secure and confident.</p> <ul style="list-style-type: none"><li>• TA support</li><li>• Thrive</li><li>• Bishop's Forum</li><li>• Meta- cognition- solo taxonomy, growth mind-set</li></ul>	<p>Targeted children will build their resilience and become more secure and confident providing a firm foundation for them to be able to learn. Those pupils supported by the Thrive Practitioner will have increased social and emotional well-being.</p>
<b>C.</b>	<p>Increased attendance for PP pupils.</p> <ul style="list-style-type: none"><li>• EWO</li><li>• Rewards</li><li>• Newsletter</li><li>• Attendance clinic</li></ul>	<p>Targeted PP pupils with historically low attendance will show better attendance, achieving at least in line with national attendance. Our aim is to continue to sustain the good attendance of all of our PP students.</p>
<b>D.</b>	<p>Quality First Teaching.</p> <ul style="list-style-type: none"><li>• Effective questioning.</li><li>• Stretching and challenging all pupils including disadvantaged and MA disadvantaged.</li><li>• Enabling pupils to develop as learners.</li><li>• Reduce gaps in Cultural Capital for all pupils.</li></ul>	<p>All pupils to make at least 5 steps progress and to be able to articulate what it means to be a successful, independent learner.</p> <p>All pupils to gain life experiences through visits and in school experiences to enhance their learning.</p>

## 5. Planned expenditure

**Academic year**

**2017/18**

The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.

### a. Additional Teaching Staff

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
The attainment in writing for PP pupils will rise to be in line with the attainment of all children.	1:group, PPG (TAs)	This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. <b>Small group tuition: +4mths</b> <b>Feedback: +8mths</b>	Monitoring planning, delivery and evaluation. Learning walks and tracking pupils' progress.	JS/SF

### Outcomes of Mid-Year Review:

**March 2018**

**82% of PP children made 2 or 3 steps progress in writing between September and December. 28% of PP made 3 steps progress between September and December. It is expected that children make 2 steps progress in a term.**

**In Year 6, all PP children, except 1, is meeting expectations for writing.**

**In Year 2, 2 out of 3 PP children are meeting expectations for writing. Intervention is in place to support the one that isn't.**

Writing Sept- Dec

Point Progress	Frequency	% of RON
0	0	0
1	4	18%
2	12	55%
3	6	27%
4	0	0
5	0	0
Av 2.1 steps		

Jan-April		
Writing		
Point Progress	Frequency	% of RON
0	1	5%
1	2	11%
2	13	72%
3	2	11%
4	0	0
5	0	0
Av 1.9 steps		

### Writing

								Progress		Target	Actual	Difference
	No.	Y1	Y2	Y3	Y4	Y5	Y6	Yr1 Aut1 - KS1	KS1 - Now	KS1 - KS2	KS1 TA - KS2 TA	KS1 - KS2
Year 1	2	-	-	-	-	-	-	-	-	-	-	-
Year 2	3	5	4	-	-	-	-	9	-	-	-	-
Year 3	5	4.2	6.4	3.4	-	-	-	10.6	3.4	24	-	-
Year 4	4	-	5.5	6	3.8	-	-	-	9.8	24	-	-
Year 5	4	-	-	5.3	5.8	3.3	-	-	14.3	24	-	-
Year 6	6	-	-	-	5	5.7	4.7	-	-	-	-	-

### Non PP

### Writing

								Progress		Target	Actual	Difference
	No.	Y1	Y2	Y3	Y4	Y5	Y6	Yr1 Aut1 - KS1	KS1 - Now	KS1 - KS2	KS1 TA - KS2 TA	KS1 - KS2
Year 1	32	-	-	-	-	-	-	-	-	-	-	-
Year 2	30	4.8	4.1	-	-	-	-	8.9	-	-	-	-
Year 3	31	4.5	5.7	3.8	-	-	-	10.2	3.8	24	-	-
Year 4	32	-	5.7	5.9	3.9	-	-	-	9.8	24	-	-
Year 5	32	-	-	5.3	5.8	3	-	-	14.1	24	-	-
Year 6	30	-	-	-	5.5	6	4.8	-	-	-	-	-

### Outcome of end of year review.

74% made 6+ steps progress and 26 % of PP made 7+ steps progress between September and July. It is expected that children make 6 steps progress in an academic year.

In Year 6, all PP children, except 1, has met expectations for writing.

In Year 2, 3 out of 4 PP children are meeting expectations for writing, one child is working above expectations for the age group.

Intervention is in place to support the one that isn't.

Steps progress Summer 2018		
Writing		
Point Progress	Frequency	% of PP
0	0	0
1	6	26%
2	11	48%
3	4	17%
4	2	9%
5	0	0
Av 2.1 steps		

Yearly progress 2017-2018		
Writing		
Point Progress	Frequency	% of PP
2	0	0
3	0	0
4	0	0
5	6	26%
6	11	48%
7	4	17%
8	1	4%
9	1	4%
Av 6.1 steps		

**Total Planned Expenditure: £13,264**

#### c. 1-1 Intervention - Social

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children will become more resilient, secure and confident.	<ul style="list-style-type: none"> <li>Thrive</li> <li>Bishop's Forum</li> </ul>	<p>Thrive helps adults prepare children and young people for life's emotional ups and downs.</p> <p>The Approach teaches you how to be, and what to do, with children's differing and sometimes challenging behaviour. As a result, children become more self-assured and</p>	Children will be screened and a clear baseline established. For targeted children an action plan will be devised which will be monitored regularly for impact	JS/SF/ PB (Thrive Practitioner)



		ready to engage with life and learning.  Based on neuroscience and attachment research, Thrive training provides a targeted intervention.		
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#### **Outcomes of Mid-Year Review:**

**March 2018**

The report sent from Bishop's Forum about our PP child was extremely positive. Please see enclosed report.

Feedback from PB says that she has seen many positive developments from working on Thrive. Just two examples are:

Y3 child- can now deal with arguments with peers and not completely crumble or react aggressively.

Y5 child- although still work in progress, can now see that she can help to control her emotions.

#### **Outcome of end of year review.**

Feedback from PB says that she has seen many positive developments from working on Thrive. Just two examples are:

"Thrive is the best thing that ever happened to me. It has helped me so much. Because of Thrive, I have been able to tell people how I feel and now trust people I couldn't before. I believe in myself more."

"It has helped me to learn how to be calm, improved my writing (because I am calmer) and helped me to concentrate."

<b>Total Planned Expenditure:</b>				<b>£10,527</b>
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#### **d. Group Intervention - Academic**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
The progress in writing for PP pupils will rise to be in line with the progress of all children.	<ul style="list-style-type: none"> <li>• PPG</li> <li>• Arrow</li> <li>• 1: group</li> </ul>	Evidence proves that the use of the recorded voice when linked to the inner voice greatly speeds up learning processes. Our evidence shows an average of 11.8 months progress in reading over an average of 10 hours and 9.36 months progress in spellings over an average of 10 hours. <b>Small group tuition: +4mths</b>	Children will be screened and a clear baseline established. For targeted children an action plan will be devised which will be monitored regularly for impact	JS/SF/ Arrow Lead

#### **Outcomes of Mid-Year Review:**

**March 2018**

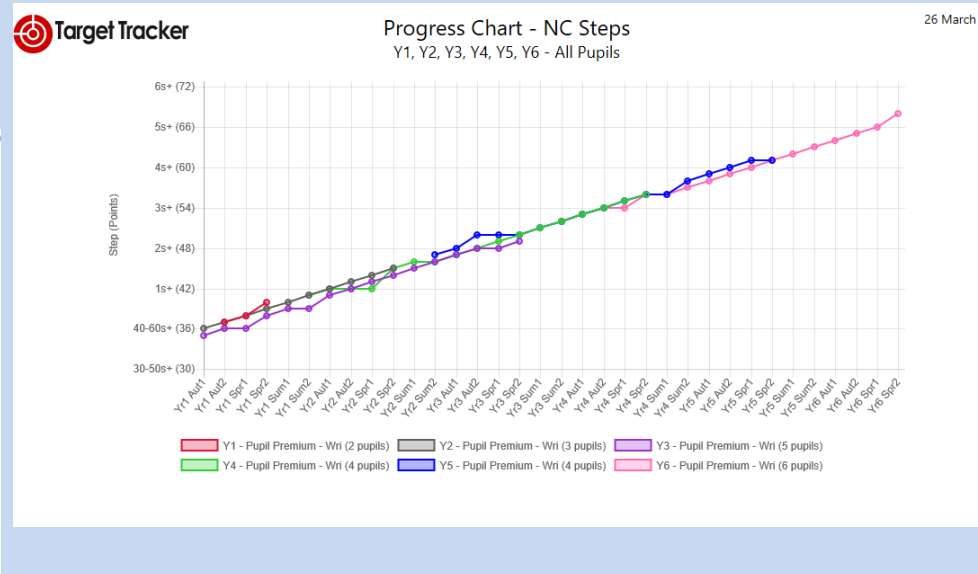
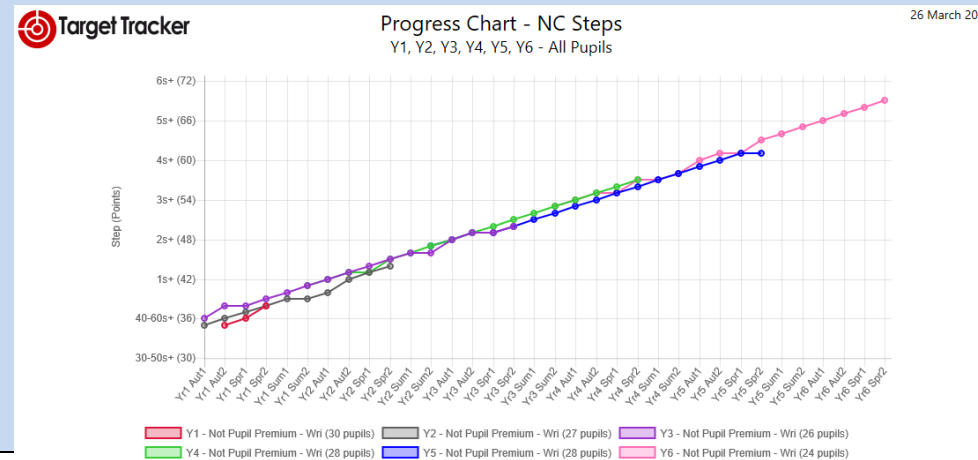
82% of PP children made 2 or 3 steps progress in writing between September and December. 28% of PP made 3 steps progress between September and December. It is expected that children make 2 steps progress in a term.

Arrow has proved to be very successful with some of our children, 1 of our PP children in Year 3 made 18 months progress in reading in the period from 13/11/17 to 20/12/2017. Another PP child in Year 3 made 9 months progress in reading in the period from 04/01/18 to 08/02/18.

Writing Sept- Dec		
Point Progress	Frequency	% of RON
0	0	0
1	4	18%
2	12	55%
3	6	27%
4	0	0
5	0	0
Av 2.1 steps		

Jan-April		
Writing		
Point Progress	Frequency	% of RON
0	1	5%
1	2	11%
2	13	72%
3	2	11%
4	0	0
5	0	0
Av 1.9 steps		

The graphs show that PP make good progress, mostly in line with, And sometimes showing clear bursts of accelerated progress.



**Outcome of end of year review.**

**74% made 6+ steps progress and 26 % of PP made 7+ steps progress between September and July. It is expected that children make 6 steps progress in an academic year.**

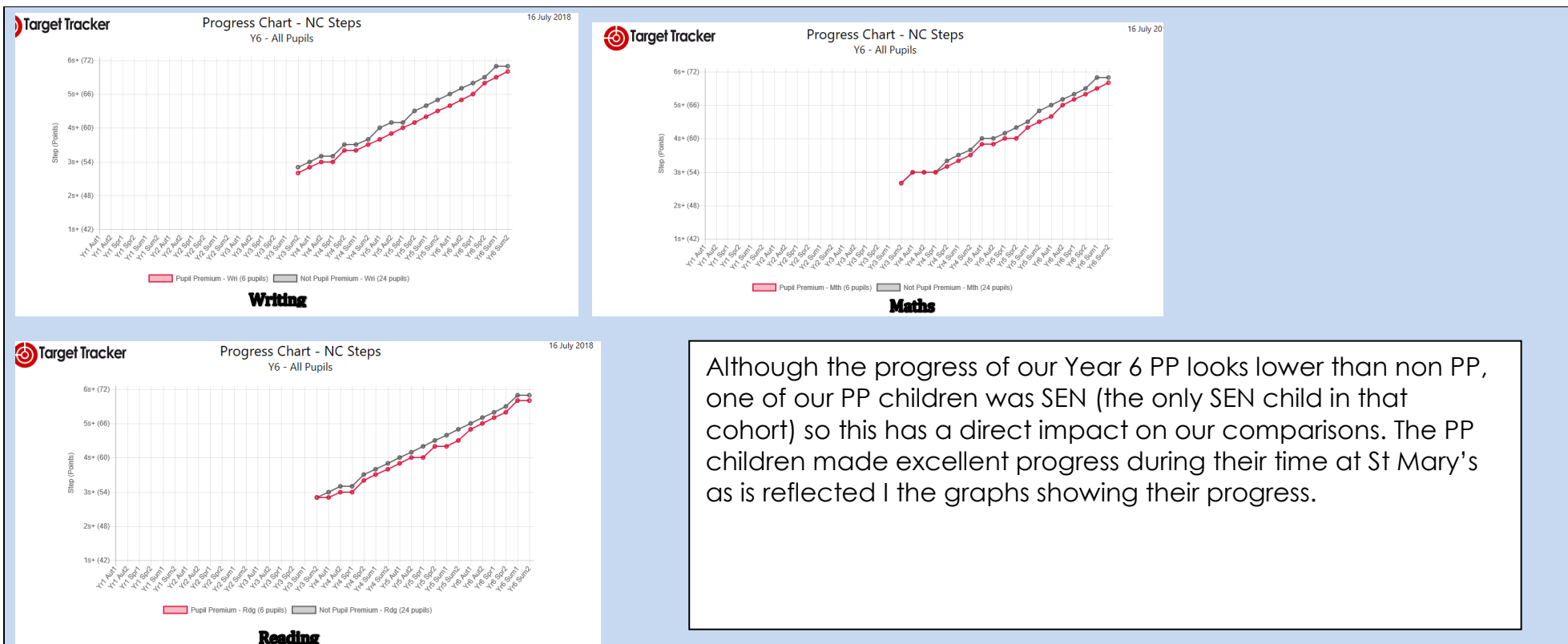
**In Year 6, all PP children, except 1, has met expectations for writing.**

**In Year 2, 3 out of 4 PP children are meeting expectations for writing, one child is working above expectations for the age group.**

**Intervention is in place to support the one that isn't.**

Yearly progress 2017-2018		
Writing		
Point Progress	Frequency	% of PP
2	0	0
3	0	0
4	0	0
5	6	26%
6	11	48%
7	4	17%
8	1	4%
9	1	4%
Av 6.1 steps		

**Arrow has proved to be very successful with some of our children, 1 of our PP children in Year 3 made 24 months progress in writing in this academic year. Another PP child in Year 3 made 17 months progress in writing in this academic year.**



				<b>Total Planned Expenditure:</b>	<b>£</b>
<b>e. Group Intervention - Social</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	
Children will become more resilient, secure and confident.	<ul style="list-style-type: none"> <li>Socially Speaking</li> <li>Time to talk</li> </ul>	Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. 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	Learning Walks, Performance management, Monitoring of planning and assessment data.	JS/SLT/ Class teachers	

		<p>approaches, which promote pupils' talk and interaction in groups. Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension.</p> <p><b>Oral language intervention: +5mths</b></p> <p><b>Meta-cognition and self-regulation +8mths</b></p>	<p>The progress in steps of all children will be closely tracked.</p> <p>Records of pupil conferencing will be kept and used to inform future planning for the teacher.</p> <p>Termly monitoring of books and pupil conferencing will show progress for targeted children in each class.</p>	
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### Outcomes of Mid-Year Review:

During a recent learning walk with our School Challenge partner independence of our children and how on task all of our learners were was positively commented on. "Since ordering i-pads for the children to use their confidence in IT research and word processing has increased rapidly. Pupils in Year 6 talked about how they used search engines with complete confidence and showed how they were developing the skills of rereading, skimming and scanning to create their own work."

In a recent book and planning scrutiny focusing on Pupil Premium children it was noted that PP children are generally receiving "above and beyond" feedback and support, as a result the children are making good and clear progress.

Autumn 2017 – 22 children								
Reading			Writing			Maths		
Point Progress	Frequency	% of RON	Point Progress	Frequency	% of RON	Point Progress	Frequency	% of RON
0	0	0	0	0	0	0	0	0
1	1	5%	1	4	18%	1	2	9%
2	17	77%	2	12	55%	2	11	50%
3	4	18%	3	6	27%	3	9	41%
4	0	0	4	0	0	4	0	0
5	0	0	5	0	0	5	0	0

Av 2.1 steps

Av 2.1 steps

Av 2.23 steps

Spring 2018 - 18 children not including R, Y1 and Y5

Reading			Writing			Maths		
Point Progress	Frequency	% of RON	Point Progress	Frequency	% of RON	Point Progress	Frequency	% of RON
0	0	0	0	1	5%	0	0	0
1	5	28%	1	2	11%	1	5	11%
2	13	72%	2	13	72%	2	12	67%
3	0	0	3	2	11%	3	1	5%
4	0	0	4	0	0	4	0	0
5	0	0	5	0	0	5	0	0
Av 1.72 steps			Av 1.9 steps			Av 1.8 steps		

**Outcome of end of year review.**

Book and planning scrutinies focusing on Pupil Premium children highlighted that PP children are generally receiving “above and beyond” feedback and support, as a result the children are making good and clear progress.

Use of an electronic book to record Cultural Capital activities has proved has a positive way of documenting an focusing on children’s non-academic experiences and accomplishments.

Summer 2018 - 23 children								
Reading			Writing			Maths		
Point Progress	Frequency	% of PP	Point Progress	Frequency	% of PP	Point Progress	Frequency	% of PP
0	0	0	0	0	0	0	0	0
1	3	16%	1	6	26%	1	4	17%
2	15	65%	2	11	48%	2	16	70%
3	4	17%	3	4	17%	3	1	4%
4	1	4%	4	2	9%	4	2	9%
5	0	0	5	0	0	5	0	0
Av 2.1 steps			Av 2.1 steps			Av 2.04 steps		

Yearly progress Sept 2017-July 2018								
Reading			Writing			Maths		
Point Progress	Frequency	% of PP	Point Progress	Frequency	% of PP	Point Progress	Frequency	% of PP
2	0	0	2	0	0	2	0	0
3	0	0	3	0	0	3	0	0
4	1	4%	4	0	0	4	0	0
5	4	17%	5	6	26%	5	4	17%
6	12	52%	6	11	48%	6	15	65%
7	5	22%	7	4	17%	7	2	9%
8	0	0	8	1	4%	8	2	9%
9	1	4%	9	1	4%	9	0	0
Av 6.1 steps			Av 6.1 steps			Av 6.1 steps		

On average, our children have made just over 6 points progress in all subjects which is in line with all other children.

**Total Planned Expenditure:** £

#### f. Learning Resources

Desired outcome	Chosen action / approach	What is the evidence and rationale	How will you	Staff lead
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		<b>for this choice?</b>	<b>ensure it is implemented well?</b>	
Children will become more resilient, secure and confident.	<ul style="list-style-type: none"> <li>• TA support</li> <li>• Thrive</li> <li>• Meta- cognition- solo taxonomy, growth mind-set</li> <li>• RM Easimaths</li> </ul>	<p>The intention is often to give pupils a repertoire of strategies to choose from during learning activities. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. "Scaffolding" provides a useful metaphor: a teacher would provide support when first introducing a pupil to a concept, then reduce the support to ensure that the pupil continues to manage their learning autonomously. In 2015, evaluations of an intervention based on "Growth Mindsets" research, Philosophy for Children, and a programme called Thinking, Doing, Talking Science found gains of between two and five additional months' progress.</p> <p><b>Meta-cognition and self-regulation +8 mths</b></p>	<p>Development of teaching approaches which encourage learners to plan, monitor and evaluate their learning.</p> <p>Learning walks.</p>	JS/SF/PB

#### **Outcomes of Mid-Year Review:**

During a recent learning walk with our School Challenge partner, the independence of our students and how on task our learners were was positively commented on. Our Thrive practitioner reports that our PP are more confident, open and showing signs of resilience. A Year 3PP child said, "working with Mrs Barrett helps me to be kind to people."

#### **Outcome of end of year review.**

The independence of our students and how on task our learners has been positively commented on throughout the year by visitors. Our Thrive practitioner reports that our PP are more confident, open and showing signs of resilience.

"Thrive has helped me to understand what others do or don't like about me and how I should be treating them. Using the "Hand" has helped me to stop and think about my behaviour and what to do. I have enjoyed thinking about respect."

<b>Total Planned Expenditure:</b>			<b>£</b>
<b>g. Staff Training</b>			



Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children will become more resilient, secure and confident with consistent Quality First Teaching.	<ul style="list-style-type: none"> <li>Meta- cognition- solo taxonomy, growth mind-set</li> </ul>	<p>The intention is often to give pupils a repertoire of strategies to choose from during learning activities. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. "Scaffolding" provides a useful metaphor: a teacher would provide support when first introducing a pupil to a concept, then reduce the support to ensure that the pupil continues to manage their learning autonomously. In 2015, evaluations of an intervention based on "Growth Mindsets" research, Philosophy for Children, and a programme called Thinking, Doing, Talking Science found gains of between two and five additional months' progress.</p> <p><b>Meta-cognition and self-regulation +8mths</b></p>	<p>Training for staff on developments in Meta-cognition and solo-taxonomy. Continued use of Blooms Taxonomy. CPD impact analyses will show an increase in staff confidence and expertise.</p>	JS/SF
<p><b>Outcomes of Mid-Year Review:</b></p> <p>During a recent learning walk with our School Challenge partner, the independence of our students and how on task our learners were was positively commented on. Staff are beginning "Thunks" and using Solo Taxonomy with their lessons. Teachers in Year 4, 5 and 6 are involved in the Falmouth Maths Hub project , focusing on questioning which is having an impact on their teaching. The development of IRIS Connect to inform our assessments and discussions within our two focus groups (teachers split into two groups) will help to increase our awareness and effectiveness.</p> <p><u><b>Outcome of end of year review.</b></u></p> <p>Staff are beginning "Thunks" and using Solo Taxonomy with their lessons, during an observation of a Y^ RE lesson a P4C teaching style was adopted and gave fantastic results. Teachers in Year 4, 5 and 6 have been involved in the Falmouth Maths Hub project, focusing on questioning which is having an impact on their teaching. The development of IRIS Connect has informed our assessments and discussions within our two focus groups (teachers split into two groups) which has heled to increase our awareness and effectiveness.</p>				
<b>Total Planned Expenditure:</b>				<b>£1000</b>

<b>h. Enrichment/Raising Aspirations</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
Children will become more resilient, secure and confident.	<ul style="list-style-type: none"> <li>Cultural Capital</li> </ul>	<p>Cultural Capital can be defined as the skills and knowledge which an individual can draw on to give them an advantage in social life. The middle class places much more value on the following kinds of activities, and thus these are the kinds of activities which middle class children are more likely to be exposed to compared to working class children:</p> <ul style="list-style-type: none"> <li>Reading non-fiction and classical literature rather than pop literature</li> <li>Watching documentaries rather than soap operas</li> <li>Learning to play classical instruments (e.g. The Piano)</li> <li>Going on educational visits – to museums and art galleries for example</li> <li>Going on holidays abroad (to 'broaden horizons').</li> </ul> <p>Exposure to the above activities provides middle class children with 'cultural capital' – many of the above activities are inherently educational in nature and provide middle class children with skills and knowledge which give them an advantage at school. This knowledge can either be specific – such as</p>	Topic plans have been updated to ensure/highlight Cultural Capital opportunities. Learning Walks, Performance management and monitoring of planning.	JS/SLT/LAS

		with reading non-fiction, or more general – such as cultural trips providing children with a sense of independence and self-confidence.		
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### **Outcomes of Mid-Year Review:**

**March 2018**

The development of our “20 things to do before we leave St Mary’s” book on our iPads has given children a greater awareness of educational activities. All topic planning reflects how cultural capital can be incorporated into our lessons. Three classes have whole class music lessons paid for by the school to give all children access to learning a musical instrument.

Our Thrive practitioner reports that our PP are more confident, open and showing signs of resilience.

### **Outcome of end of year review.**

Use of an electronic book to record Cultural Capital activities has proved has a positive way of documenting an focusing on children’s non-academic experiences and accomplishments and in turn boosts the self-esteem of our learners. Music lessons has given the children confidence and experiences that have increased resilience which was highlighted in our end of year music concert.

<b>Total Planned Expenditure:</b>				<b>£</b>
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### **i. Home Support (e.g. breakfast club, EWO etc.)**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
Increased attendance for PP pupils.	<ul style="list-style-type: none"> <li>• EWO</li> <li>• Rewards</li> <li>• Newsletter</li> <li>• Attendance clinic</li> </ul>	<p>Persistent absence is a serious problem. Much of the work children miss when they are off school is never made up, leaving them at a considerable disadvantage to their peers. There is clear evidence of a link between poor attendance at school and low levels of achievement:</p> <ul style="list-style-type: none"> <li>• Of pupils who miss more than 50% of school, only 3% manage to achieve five A* to Cs, including English and maths</li> <li>• Of pupils who miss between 10% and 20% of school, only 35% manage to</li> </ul>	Tracking of attendance in targeted children. Evaluations and reports from outside agencies.	JS/SLT

		<p>achieve five A* to C GCSEs, including English and maths</p> <ul style="list-style-type: none"> <li>Of pupils who miss less than 5% of school, 73% achieve 5 A* to Cs, including English and maths</li> </ul> <p>In 2012, the DfE published a report on 'Improving attendance at school', carried out by Charlie Taylor. The report says on page 4 that there is a clear link between poor attendance at school and lower academic achievement.</p>		
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## Outcomes of Mid-Year Review:

### Total % Attendance

Rec, Y1, Y2, Y3, Y4, Y5, Y6 - 'PP' (25 pupils)

Year Group	No. of Pupils	Rec %	Y1 %	Y2 %	Y3 %	Y4 %	Y5 %	Y6 %
Reception	1	100%	-	-	-	-	-	-
Year 1	2	98.3%	97.8%	-	-	-	-	-
Year 2	3	95.2%	95.8%	96.9%	-	-	-	-
Year 3	5	94.5%	93.7%	91.7%	92.6%	-	-	-
Year 4	4	97.5%	97.0%	95.2%	96.1%	94.6%	-	-
Year 5	4	95.7%	96.5%	96.9%	98.0%	97.1%	97.1%	-
Year 6	6	95.3%	94.1%	97.4%	95.2%	96.6%	93.6%	96.6%

### Total % Attendance

Rec, Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (217 pupils)

Year Group	No. of Pupils	Rec %	Y1 %	Y2 %	Y3 %	Y4 %	Y5 %	Y6 %
Reception	30	97.0%	-	-	-	-	-	-
Year 1	32	96.8%	97.3%	-	-	-	-	-
Year 2	30	94.0%	96.1%	97.0%	-	-	-	-
Year 3	31	97.0%	96.5%	95.6%	96.9%	-	-	-
Year 4	32	96.7%	96.7%	96.3%	96.3%	96.3%	-	-
Year 5	32	95.2%	97.4%	97.3%	98.0%	97.5%	97.7%	-
Year 6	30	95.8%	94.9%	97.3%	96.7%	96.4%	96.6%	96.6%

**Year 1 PP attendance is 0.5% higher than non PP.**

**Year 2 attendance of PP children is only 0.1% less than non PP.**

**Year 3 attendance is 4.3% less than non PP but working with the EWO and an attendance clinic will address this problem.**

**Year 4 attendance is 1.7% less than non PP but working with the EWO and an attendance clinic will address this problem.**

**Year 5 attendance is 0.6% less than non PP but working with the EWO and an attendance clinic will address this problem.**

**Year 6 attendance for PP children is the same as non PP children.**

The punctuality of CW, a PP child, has dramatically improved after intervention with the EWO. From 34 lates in the Autumn Term and only 10 lates in the Spring Term.

Breakfast Club is recommencing in the Summer Term which will help punctuality.

### End of year review.

#### Total % Attendance

Rec, Y1, Y2, Y3, Y4, Y5, Y6 - Pupil Premium (27 pupils)

Year Group	No. of Pupils	Rec %	Y1 %	Y2 %	Y3 %	Y4 %	Y5 %	Y6 %
Reception	2	96.5%	-	-	-	-	-	-
Year 1	2	98.3%	97.9%	-	-	-	-	-
Year 2	4	96.1%	95.4%	96.6%	-	-	-	-
Year 3	5	94.5%	93.7%	91.7%	94.6%	-	-	-
Year 4	4	97.5%	97.0%	95.2%	96.1%	93.3%	-	-
Year 5	4	95.7%	96.5%	96.9%	98.0%	97.1%	96.1%	-
Year 6	6	95.3%	94.1%	97.4%	95.2%	96.6%	93.6%	94.3%

#### Total % Attendance

Rec, Y1, Y2, Y3, Y4, Y5, Y6 - Not Pupil Premium (191 pupils)

Year Group	No. of Pupils	Rec %	Y1 %	Y2 %	Y3 %	Y4 %	Y5 %	Y6 %
Reception	28	95.8%	-	-	-	-	-	-
Year 1	30	96.7%	96.7%	-	-	-	-	-
Year 2	26	93.7%	96.2%	95.6%	-	-	-	-
Year 3	27	97.5%	97.1%	96.5%	97.1%	-	-	-
Year 4	28	96.6%	96.6%	96.5%	96.3%	96.8%	-	-
Year 5	28	95.1%	97.6%	97.4%	98.1%	97.5%	97.4%	-
Year 6	24	95.9%	95.1%	97.2%	97.1%	96.4%	97.3%	96.8%

Year 1 PP attendance is 1.2% higher than non PP.

Year 2 attendance of PP children is 1% higher than non PP.

Year 3 attendance is 2.5% less than non PP but working with the EWO and an attendance clinic will address this problem.

Year 4 attendance is 3.5% less than non PP but working with the EWO and an attendance clinic will address this problem.

Year 5 attendance is 1.3% less than non PP but working with the EWO and an attendance clinic will address this problem.

Year 6 attendance for PP children is 2.5% lower than non PP children.

**Total Planned Expenditure: £600**

### **j. Other, not captured by any of the above**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead

### **Outcomes of Mid-Year Review:**

**Total Planned Expenditure: £**

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**6. Additional detail**

This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.