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 **Pupil Premium Funding Expenditure Plan 2019-2020**

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| **Number of pupils and pupil premium grant (PPG) (January 2020)** |
| Total number of pupils on roll | 203 (+24 N) |
| Total number of pupils eligible for PPG  |  27 |
| Amount PPG per pupil  | £1,320-£2,300 (£300=N) , |
| Total amount PPG 19/20 | £38,500 |

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| **Breakdown of Pupil Premium across the school (Sept 2019)** |
| **Year Group** | **Number of Pupils on roll** | **% of Year** |
| Rec | 2 | 7% |
| 1 | 2 | 8% |
| 2 | 4 | 13% |
| 3 | 4 | 13% |
| 4 | 5 | 17% |
| 5 | 4 | 13% |
| 6 | 6 | 20% |
| **Total** | **27** | **13%** |

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| **Objectives of spending PPG (Our intentions at SMA)** |
| • To ensure that pupils eligible for the PPG and their families, are able to access a range of support and additional opportunities, with the intention of reducing the impact of environmental factors on their learning and life chances.* To raise the expectations of children in receipt of pupil premium funding through their parents, to challenge their involvement in their own learning appropriately

• To continue to close the progress gap between PP and non-PP children nationally* To reduce the percentage of PP children below ARE in Reading, Writing, Maths and GPS through addressing their barriers to learning
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| **Barriers to Progress-**  |
| Analysis of children in receipt of Pupil Premium funding show that there are a wide range of barriers to progress; however, these can be categorised as identified below* Attendance- where family circumstances either medical, emotional or financial impact on children’s attendance
* Financial - where pressures on parents mean that the school assists to ensure children have equal access
* Academic – where children have additional needs in their learning such that they do not reach the threshold for EHCP but have needs additional to and different from their peers
* Emotional – when the strain on a family as a result of their family’s position or circumstances, has had a detrimental impact on their health and emotional wellbeing, impacting on resilience independence and self esteem
* Physical- where children or their parents have physical or significant medical needs which impact on their ability to be at school or access school
* Identification – ensuring that any eligible family registers for FSM, something which is particularly challenging given UiFSM entitlement and pride
* Expectation- where pressures of life and work impact on parents to such an extent that their expectations and engagement with their children’s progress at school is disjointed and negative, impacting to the detriment of the children in receipt of Pupil premium money.
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| **PPG spending for 2019-20** |
| Item/ project  | Cost |
| Increased pupil /teacher ratio in Y5/6 due to core subject setting for a minimum of 70% of core lessons | £14,300 |
| Individualised support as needed – bespoke to time and child | £300 |
| Good links with Education Welfare, SALT, School Nursing Service, Family Support and Educational Psychology. Continued support from School inclusion manager | £4,500 |
| Booster homework club weekly through Aut/Spring term for targeted children including phonics clubs and Y6 booster | £2800 |
| Bespoke additional personalised time for vulnerable children with attendance, medical and/or emotional issues and their parents, including much needed communication with exzternal agencies  | £4,500 (1/2 day/week of teacher times equiv and DSL times) |
| Purchase of engaging clubs provided free of charge using outdoor/indoor environment to encourage improved attendance, self belief and enjoyment supported by attendance monitoring | £1900 |
| Subsidy for educational visits | £4650 |
| The use of Extrinsic rewards as a short term measure to meet targets for identified learners, which will benefit all children E.g author, theatre sport etc | £3,200 |
| Specific necessary equipment for home use/loan or use in school to support PP children | £550 |
| Full time attendance for Nursery children across 1 half term equivalent  | £900 |
| Multi sensory resources to support and develop children lagging behind, particularly in reading  | £950 |
| Total | £38,550 |
| **How will we measure the Impact?** |
| The impact of the PP grant will be measured in two key ways:* Academic achievement in key assessment points, all incorporated children’s attainment and achievement will be discussed on an individual basis at Pupil Progress meetings. Findings will be discussed with the PP governor and reported back to the FGB
* Pupil Premium Report by the PP Lead will report on emotional health and wellbeing showing;
* attendance and lateness records
* pupil opinion survey on PP and non PP children achievement and self esteem
* records of attendance on trips and extra -curricular activities
* records of impact of small interventions on individual and PP groups’ resilience to

 learning, independence and self esteem |

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| **Review of Outcomes 2018 2019**  |
| **Year 1** | **Phonics Test** | **National** |
| **All** | **97% pass** | **82%** |
| **PP(4 pupils)** | **50%**  | **70%(FSM)(2018)** |
| **Non PP(27 pupils)** | **96% (25/26 )** |  |
| **We note that our PP children’s results, at the end of Y1, for 2019 are below the NA and that of ALL children at SMA. Both children who did not achieve made progress from starting points and continue to be targeted across 2019/20.** |
| **Year 2** | **Reading** | **Maths** | **Writing** |  |
| ALL SMA | **93%** | **87%** | **83%** |
| **National** | **78%** | **76%** | **69%** |
| PP(4pupils) | **100% ARE** | **75% ARE** | **75% ARE** |
| Non PP(26pupils) | 96% | 81% | 88% |
| **We are pleased to see that our PP children’s results, at the end of Y2, for 2019 are at least in line with or above the NA; we also note that in Reading they exceed attainment of ALL children at SMA. This supports our evidence that all groups of learners are making good progress from their starting points here at St Mary’s. We are also pleased to note that 25% of this group achieved at Greater Depth(GD) in Maths, Writing and Reading at KS1, matching Greater Depth for ALL children in Maths and exceeding it for Writing- this demonstrates challenge for all pupils. .**  |

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| **Year 6** | **Reading** | **Maths** | **Writing** | **GPS** |
| ALL | **90% ARE** | **90% ARE** | **83% ARE** | **87% ARE** |
| **National** | **73%** | **79%** | **78%** | **78%** |
| PP(1pupil) | 100% | 100% | 100% | 100% |
| Non PP (29 pupils) | 89% | 89% | 83% | 86% |
| **We are pleased to see that our PP children’s results, at the end of Y6, for 2019 are above NA for children at SMA in Reading, Writing GPS and Maths and above outcomes for ALL children in these core subjects. This supports our evidence that all children are challenged to make good progress from their starting points.** **We are also pleased to note that children in St Mary’s who benefit from PP funding who have EHCP needs, also make good progress from starting points in ways which prepare them for the future, appropriate to their needs and SEN barriers to learning.** |

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| **Comments** |
| All PP children in school are reviewed at least termly, to discuss barriers to progress, to identify individual child’s needs and to ensure tailored support is targeted for the child and their family circumstance.**KS1 Disadvantaged pupil performance strengths** :* Percentage of PP pupils working at greater depth is higher than available National averages in Writing and in line with National Averages for Maths at KS1
* Percentage of PP pupils working at Expected (ARE) is higher than available National averages in Writing and in Reading; it is broadly in line with National Averages for Maths at KS1
* Progress rates, from starting points, for disadvantaged children is almost always at least expected and often better at KS1, when measured from Early Years.

Acknowledging low numbers in this group, Senior leaders are satisfied that there are no gaps between PP and all other KS1 children in 2019.**KS2 Disadvantaged pupil performance strengths: (when looking at children eligible to sit the tests/assessments):*** Percentage of PP pupils working at Expected (ARE) is higher than available National averages in Writing, Maths and in Reading at KS2
* Progress rates, from starting points, for disadvantaged children is always at least expected and often better at KS2, when measured from KS1.

The gaps between performances of PP and Non PP pupils in the KS2 SATs 2019, demonstrates that the strategies we are using are addressing the needs of all individuals , including those with PP. We are still keen to improve and challenge all children, including those in receipt of PP, to accelerate learning wherever possible from starting points, especially where starting points are already high. In 2019 20, this continues to be addressed in the following ways : * Engagement and resilience awareness continues to be targeted for all children to challenge barriers presented from home circumstances and emotional needs across the school, appropriately.
* All teachers have a good understanding of the PP children in the class and the interventions/opportunities they are receiving
* All children have access to online resources – all PP children have additional IT equipment offered.
* Booster support classes identify children who are in need of catch up programmes
* Attendance continues to be targeted and addressed; it is impacting successfully on attendance across the school and reducing Pupil Premium gaps over time.

**2018 2019 Summary of spending and progress measures:** *Progress is tracked from the end of Reception, and the end of Y2. However, in some cases, where children have made clear progress between years, which is evident through their work, this is also acknowledged as expected or accelerated progress, at St Mary of the Angels.* **At St. Mary’s, as a whole group, with continued increased challenge in 2019 assessment procedures, pupils in receipt of Pupil Premium in 2018 2019 across all key stages, made the following progress:*** 89% made at least expected progress in Reading across the year; almost 25% of the group showed accelerated progress in Reading from starting points
* 82% made at least expected progress in Writing across the year; almost 25% of the group showed accelerated progress in Writing from starting points
* 75% made at least expected progress in Maths across the year ; almost 25% of the group showed accelerated progress in Maths from starting points
	+ Of the group, in 2018, 20% also have Special Educational Needs, which are factored into their learning.
	+ Other impact was increased attendance and punctuality for 20% of this small group. This remains an area to target, especially with emotional and health vulnerabilities within this group .
	+ EAL learners made accelerated progress from starting points for this group of learners (PP), also.
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| **Here is a summary of PPG spending for 2018-19which supported the results analysed above** |
| Implementation ( using £33,000) | Impact |
| Increased pupil /teacher ratio in Y5/6 due to core subject setting for a minimum of 70% of core lessons | This had great impact on PP children from their starting points across 2018/19 as indicated in improved results at KS2 ( see above) |
| Increased pupil/teacher ratio in core areas in Y3/4 | This helped to reduce barriers effectively and increased challenge and aspirations to learn. We will continue to support in this area across 2019/20 |
| Good links with Education Welfare, SALT, School Nursing Service, Family Support and Educational Psychology. Continued support from School inclusion manager | This was very successful across 2018/19 with 55% of the group receiving additional support as needed. |
| Booster homework club weekly through Aut/Spring term for targeted children including phonics clubs and Y6 booster | These were very successful in two year groups and benefited all who attended |
| Bespoke additional personalised time for vulnerable children with attendance, medical and/or emotional issues and their parents | 63% of the children entitled to Pupil premium funding benefited from the described implementations across 2018/19 |
| Purchase of engaging clubs provided free of charge using outdoor/indoor environment to encourage improved attendance, self belief and enjoyment supported by attendance monitoring | 37% of PP pupils children benefited from these additional clubs across 2018/19. This will be augmented in 2019/20 with additional clubs |
| Subsidy for educational visits | 100% of children across the school, including PP Pupils benefited from this subsidy |
| The use of Extrinsic rewards as a short term measure to meet targets for identified learners, which will benefit all children E.g author, theatre sport etc | This was successful and pupil voice, especially in KS2, recognised these to be a good reason to come to school (PP Pupil voice) |
| Specific necessary equipment for home use/loan or use in school to support PP children | All children who accepted support have new resources or still have resources from 2017/18 |
| Full time attendance for Nursery children across 1 half term equivalent  | This was offered to all vulnerable families and those known to be eligible for PP funding; it is always beneficial to children as it embeds routines and expectations effectively.  |
| Multi sensory resources to support and develop children lagging behind, particularly in reading with additional TA time to administer it | Individual children benefited from this , as needed |
| Total |  |