



Pupil premium grant expenditure: Template for report to parents – 2016/17

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	
Total number of pupils eligible for PPG	
Amount of PPG received per pupil	£1,320
Total amount of PPG received	

Nature of support in 2016/17

We are using pupil premium funding to provide additional learning support from teaching assistants and learning mentors for children who need to make accelerated progress to catch up if they have fallen behind. This includes all children who are eligible for PPG as well as other children who are vulnerable to underachievement. For example, this may include children who have had a prolonged absence from school, have suffered an unexpected trauma or bereavement or whose learning is suddenly compromised.

We provide a wide range of intervention programmes generally carried out in blocks covering a half term in numeracy and all aspects of literacy as well as behaviour management and social interaction.

We also use the grant to provide support for individual pupils who have particular social difficulties and need help at different times of the year. We employ a play therapist who is able to support aspects of this work.

Our PPG pupils also benefit from free school uniforms and free school trips including residential as we see these as essential routes to inclusion, children's well-being and hence their learning.

PPG pupils who have an identified musical or sporting talent may also qualify for free or subsidised tuition, equipment or club membership.

All of our pupil premium expenditure focuses on closing the gap between the progress and attainment of these children, other vulnerable children and their peers.



Curriculum focus of PPG spending in 2016/17

Our teaching assistants and learning support staff focus on key areas of the school improvement plan as well as the individually identified needs of our PPG pupils. The progress of pupils is checked at the end of each half term and where slippage is identified programmes of work are put together after meetings with the class teacher and senior management team to support the child either in class or in small groups. Parents and, where appropriate, children are also involved in these discussions.

Reading intervention groups are carried out in all year groups. In the Early Years and Key Stage One these interventions also include phonics, word recognition, fluency and comprehension. In Key Stage Two, the focus on phonics may continue for some pupils; for others the focus will extend to spelling, fluency and higher order reading skills.

Writing interventions are also carried out across the whole school. Again the focus of these interventions is driven by the needs of those children whose progress has become a cause for concern.

An increasing amount of additional teaching assistant and learning support time is now given to speech and language issues. We have a dedicated Speech & Language teaching assistant who works individually with PPG children to support their speaking and listening development.

Another area of increasing need is that of social interaction. We have two dedicated Learning Mentors who work with PPG and other vulnerable children to enable them to access the curriculum.

Teaching assistants' hours support children with individually designed interventions to impact on literacy, numeracy or social difficulties, ensuring that they are able to access specific programmes designed around their individual needs.

Measuring the impact of PPG spending

During 2016-2017 progress by all children will continue to be monitored carefully by staff, senior leaders and governors. This is done through regular and rigorous school-based testing and teacher assessments in many aspects of the curriculum. As a result we are able to identify those pupils who would benefit from an intervention programme and allow them to catch up. The school improvement plan 2016-2017 has a major focus on improving standards in mathematics, spelling punctuation and grammar, and writing.

The full impact of PPG expenditure on pupil progress in the year 2015-2016 will be published on this website once national and school data has been verified.



The following data has been verified for 2014-2015

Early Years Foundation Stage Profile:

% of pupils achieving a good level of development.

	Number In Cohort	School	National
All pupils	58	69%	61%
Gender			
Male	34	59%	53%
Female	24	83%	69%
Free School Meals			
FSM	4	50%	45%
Non FSM	54	70%	64%

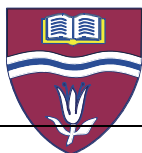
Overall non FSM pupils achieved better than FSM pupils, however the results for FSM pupils at St Mary's were better than national.

Attainment at Key Stage One

Average point score overall and by subject by pupil groups.

		Reading, Writing and Mathematics		Reading		Writing		Mathematics	
	Number in cohort	School APS	National APS	School APS	National APS	School APS	National APS	School APS	National APS
All pupils	46	17.2	16.1	17.7	16.6	16.9	15.3	17.2	16.4
Gender									
Male	20	16.5	15.7	17.1	16.1	15.7	14.6	16.6	16.4
Female	26	17.8	16.6	18.1	17.2	17.8	16.1	17.7	16.5
Free school meals									
FSM	4	16.0	14.8	16.5	15.2	14.5	14.0	17.0	15.2
Non FSM	42	17.4	16.6	17.8	17.1	17.1	15.8	17.2	16.8

Overall non FSM pupils achieved better than FSM pupils, however the results for FSM pupils at St Mary's were better than national.



Attainment at Key Stage Two

Average point score overall and by subject by pupil groups.

		Reading, Writing and Mathematics		Reading		Writing		Mathematics	
	Number in cohort	School APS	National APS	School APS	National APS	School APS	National APS	School APS	National APS
All pupils	47	30.0	28.8	29.8	29.0	29.2	28.2	30.6	29.0
Gender									
Male	26	29.0	28.6	28.6	28.5	27.9	27.3	29.8	29.3
Female	21	31.3	29.0	31.3	29.4	30.7	29.0	31.6	28.7
Free school meals									
FSM	11	28.8	27.2	28.1	27.6	27.5	26.6	29.7	27.3
Non FSM	36	30.4	29.5	30.3	29.6	29.7	28.8	30.8	29.8

Overall non FSM pupils achieved better than FSM pupils, however the results for FSM pupils at St Mary's were better than national.

Closing the gaps at Key Stage Two

	2013		2014		2015	
	Number in cohort	School	Number In cohort	School	Number In cohort	School
Value added overall						
Disadvantaged pupils	6	100.5	7	99.8	11	99.9
Other pupils	32	99.8	32	98.1	32	99.9
Mathematics						
Disadvantaged pupils	6	99.2	7	100.5	11	100.5
Other pupils	32	98.4	32	98.7	32	100.1
Reading						
Disadvantaged pupils	6	102.6	7	98.0	11	99.7
Other pupils	32	101.4	32	98.5	32	100.1
Writing						
Disadvantaged pupils	6	101.1	7	100.3	11	99.1
Other pupils	32	100.9	32	98.8	32	99.5

