

Pupil Premium Strategy Statement: St Mary's Island C.E.A. Primary School



Summary information for St Mary's Island C.E.A. Primary School	
Academic Year	2017-18
Total number of pupils	421
Number of pupils eligible for (Pupil Premium) PP	38
Funding	£50,740

Current attainment (Summer 2017)	Total % of pupils	Pupils eligible for PP
EYFS GLD – achieved good level of development	90%	2/2
Y1 phonics check results	93%	2/2
Y2 phonics check results	98%	2/2
End of Key stage 1 results Reading/Writing/Maths	87%, 84%, 87%,	4/5, 4/5, 4/5,
End of Key stage 2 results Reading/Writing/Maths	67%, 82%, 62%,	7/13, 6/13, 5/13,

Barriers to future attainment (for pupils eligible for PP)

A.	Of PP children, 43% are also SEN support.
B.	Of PP children, 39% have high emotional needs.

What do we need to focus on?

A.	Proportion of PP eligible who need to make accelerated progress in Year 6 based on their PAG (Prior attainment group)
B.	Proportion of PP eligible pupils working at greater depth is lower than their peers.
C.	Children who face emotional barriers to their learning are offered strategies and support thereby enabling them to be more resilient to use coping strategies or have improved confidence and self-esteem
D.	Ensuring Early Years Foundation Stage (EYFS) pupils are registered if they are eligible for PP, despite of Universal Free-School Meals.

Use of tried and tested approaches/ interventions at SMI	What is the evidence and rationale have that the chosen approaches work and how is this reviewed?	Desired impact for 2017-18	Monitored by
<p>High-quality teaching of phonics throughout the curriculum.</p> <p>Additional sessions for pupil premium children to ensure gaps are closed and they make good progress.</p> <p>1:1 and small group provision for pupils in Y2 who missed in Y1.</p>	<p>EEF teaching and learning toolkit states that phonics approaches is consistently effective in supporting younger readers to master the basics of reading.</p> <p>End of FS data demonstrated higher achievement on Letters & Sounds.</p> <p>This intervention will be monitored through:</p> <ul style="list-style-type: none"> -Termly assessments and screens. -Data analysis of results. -Progress review meetings. -Phonics Lead audit of learning opportunities 	<p>Improved outcomes for phonics throughout KS1.</p> <p>Year 1 phonic data is strong and remains high.</p>	<p>SLT Phonics lead. KS 1 teachers</p>
<p>Funding for residential visits, trips, sporting clubs and extended schools.</p>	<p>This ensures equality of opportunity. Wider research, tells us that participation in a wide variety of active, informative experiences can improve knowledge, skills and understanding e.g. Experiences for Writing and well-being. There has been some recent evidence 'Magic Breakfast' research that suggests it is not just the nutritious benefits of a breakfast club, but also the environment (social/educational etc).</p>	<p>The wide and varied curriculum ensures equality of opportunity for all pupils and increased motivation and interest in learning.</p>	<p>All staff. Office. Finance officer.</p>
<p>1:1 and small group tuition for pupils in Year 2 to support pupils to meet end of key stage expectations.</p>	<p>Small group interventions can have an impact on pupil progress as evidenced by the Teaching and Learning toolkit.</p> <p>NFER report stresses the importance of deploying staff effectively.</p> <p>This intervention will be monitored through:</p> <ul style="list-style-type: none"> -Termly assessments. -ITAF evidence. -Moderation i) between classes ii) between schools in zone. -Data analysis of results. -Progress review meetings. 	<p>Improved outcomes in Y2 for pupil premium children meeting the expected standard and greater depth and is similar to non-pupil premium pupils.</p>	<p>Class teachers SLT. KS 1 Lead.</p>

<p>1:1 and small group tuition for pupils in Year 6 to support pupils to meet end of key stage expectations.</p>	<p>Small group interventions can have an impact on pupil progress as evidenced by the Teaching and Learning toolkit. NER report stresses the importance of deploying staff effectively.</p> <p>This intervention will be monitored through:</p> <ul style="list-style-type: none"> -Termly assessments. -ITAF evidence. -Moderation i) between classes ii) between schools in zone. -Data analysis of results. -Progress review meetings. 	<p>Improved outcomes in Y6 for pupil premium children meeting the expected standard and greater depth and is similar to non-pupil premium pupils.</p>	<p>Class teachers. SLT. KS 1 Lead.</p>
<p>1:1 and small group tuition for pupils in Year 4 & 5 to support pupils to meet end of key stage expectations.</p>	<p>Small group interventions can have an impact on pupil progress as evidenced by the Teaching and Learning toolkit. NER report stresses the importance of deploying staff effectively.</p> <p>This intervention will be monitored through:</p> <ul style="list-style-type: none"> -Termly assessments. -ITAF evidence. -Moderation i) between classes ii) between schools in zone. -Data analysis of results. -Progress review meetings. 	<p>Improved outcomes in Y4 & 5 for pupil premium children meeting the expected standard and greater depth and is similar to non-pupil premium pupils.</p>	<p>Class teachers. SLT. KS 1 Lead.</p>
<p>Lunchtime Oasis Club</p>	<p>The club ensures that in small group situations activities are used to develop talking and social skills, attention and listening for children who need extra support in these areas. Children also explore how to take turns and how to problem solve conflicts or disagreements that may arise. This approach will be reviewed by:</p> <ul style="list-style-type: none"> -Observations within Oasis. -Discussions with Oasis lead and class teachers. -Pupil feedback. 	<p>Raised self-confidence and self-belief in disadvantaged pupils, increased confidence to resolve conflicts so that learning is not disrupted and pupils develop resilience when challenged.</p>	<p>SLT Oasis Lead</p>

<p>For all pupil premium children to feel emotionally secure and have full and happy social lives.</p>	<p>The EEF toolkit suggests that on average, this intervention have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p>	<p>Pupil premium children have access to emotional therapy to ensure their well-being.</p>	<p>SLT Play therapist</p>
<p>Make more parents aware of pupil premium funding particularly in FS and KS1.</p>	<p>Parental engagement is crucial within school and if parents are aware of how we can help their child/family through PP it will in turn help to support the child in school. We will be able to contact the parents directly and make them aware of the extra support they will be able to receive from school not just FSM.</p>	<p>Parents are aware of the funding that can be spent on PP children</p>	<p>SLT Office staff</p>