



St Mary  
Magdalene  
Academy

# **PUPIL PREMIUM REPORT PRIMARY 2014 – 2015**

St Mary Magdalene Academy is a Christian community of learning. We aim to nurture young people to become high achievers and to discover their vocation in the global society.

“Show by a good life that your works are done by gentleness born of wisdom”  
James 3.13

## PUPIL PREMIUM REPORT 2014 - 2015 PRIMARY

**ST MARY MAGDALENE ACADEMY**

<b>Approval Committee:</b>	<b>Full Governing Body</b>
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<b>Publication date:</b>	<b>November 2015</b>
<b>Next publication date:</b>	<b>November 2016</b>
<b>Required to publish on website?</b>	<b>Yes</b>

## 1. WHAT IS PUPIL PREMIUM?

- 1.1 Pupil Premium is the additional funding given to schools to provide extra support for pupils who may be vulnerable to underachievement; this includes pupils with a free school meal entitlement and looked-after children.
- 1.2 The Pupil Premium Grant has been used to meet the Primary School's aim of closing the gap in achievement between disadvantaged children and others. Therefore a strategic and comprehensive support programme has been implemented in order to provide maximum impact for the benefit of each child.

## 2. OVERVIEW OF THE PRIMARY SCHOOL

Primary: number of pupils and pupil premium grant (PPG) received	
Number of pupils on roll	210
Number of pupils eligible for PPG	145
% of pupils eligible for PPG	69
Amount of PPG received per pupil	£1,300
<b>Total amount of PPG received</b>	<b>£188,500</b>

## 3. MEASURING IMPACT ON ACHIEVEMENT

### 3.1 Attainment Expectations

The impact of the funding should be attainment that is at least in line with the national expectations for all children:

- By the end of Foundation stage – a good level of development
- By the end of Year 1 – meet the required standard in the Phonics Screening Test
- By the end of Key Stage 1 – a Level 2+ in Reading, Writing and Mathematics
- By the end of Key Stage 2 – a Level 4+ in Reading, Writing and Mathematics

### 3.2 End of Foundation Stage 2015

	Pupil Premium	Non Pupil Premium
Good level of development	<b>3/8 = 37.5%</b>	<b>16/22 = 72.7%</b>

Comments:

- Fewer than half of the children eligible achieved a good level of development.
- Reading and Writing were commonly the areas where children were still emerging.
- However, in Personal, Social and Emotional Development there was greater parity which is encouraging for future results and the further potential to close the gap.

### 3.3 Phonics Screening Test 2015 – Year 1

	Pupil Premium	Non Pupil Premium
Met the required standard	<b>1/3 = 33%</b>	<b>14/26 = 54%</b>

Comment:

- There is no significant difference given the lower number of children eligible. Achievement of the children in the Year 1 Phonics Screening Check was an area of whole-school improvement.

### 3.4 Phonics Screening Test 2015 – Year 2

	Pupil Premium	Non Pupil Premium
Met the required standard	<b>3/4 = 75%</b>	<b>4/7 = 57%</b>

Comments:

- Children eligible achieved slightly better with one child who is eligible not achieving the required standard.
- Achievement at the end of KS1 improved overall with 26 children out of 30 achieving the required standard.

### 3.5 End of Key Stage 1 2015

	Pupil Premium - School/National	Non Pupil Premium - School/National
Reading APS	<b>12/13 L2C+ = 92%</b>	<b>15/17 L2C+ = 88%</b>
Writing APS	<b>12/13 L2C+ = 92%</b>	<b>14/17 L2C+ = 82%</b>
Maths APS	<b>12/13 L2C+ = 92%</b>	<b>15/17 L2C+ = 88%</b>

Comment:

- Children eligible achieved slightly better with a difference of one or two children in each subject.

### 3.6 End of Key Stage 2 2015

	Pupil Premium	Non Pupil Premium
Reading 4+	<b>10/10 = 100%</b>	<b>19/20 = 95%</b>
Writing 4+	<b>9/10 = 100%</b>	<b>19/20 = 95%</b>
Maths 4+	<b>9/10 = 90%</b>	<b>19/20 = 95%</b>

Comment:

- At level 4 attainment there is parity between those children who are eligible and those who are not.

### 3.7 Progress from Key Stage 1 to Key Stage 2 2013 – 2 levels+

	Pupil Premium (9 of 30)	Non Pupil Premium (21 of 30)
Reading expected/exceeded	<b>9/9 = 100% / 4/9 = 44%</b>	<b>17/19 = 90% / 15/19 = 79%</b>
Writing expected/exceeded	<b>9/9 = 100% / 7/9 = 78%</b>	<b>19/19 = 100% / 15/19 = 79%</b>
Maths expected/exceeded	<b>9/9 = 100% / 6/9 = 67%</b>	<b>19/19 = 100% / 17/19 = 89%</b>

Comment:

- In summary, the overall picture is comparable across each subject area.

## 4. OVERALL COMMENT

Where there is a gap in achievement it is at its most significant in the younger classes with the gap closing as the children progress into the older years. However, there is a difference in exceeded progress in reading at the end of KS2.

## **5. COMPARISON WITH PRIOR YEAR**

At the end of KS2 there has been a rise in attainment in writing and maths for eligible children. There has been an improvement in expected progress across all three areas. There has been an improvement in exceeded progress in writing and maths and a drop in exceeded progress in reading.

<b><u>SMMA - Primary School - Pupil Premium - 2014/15</u></b>			
		<b>Amount charged to PP</b>	
<b><u>Teaching Assistants</u></b>		<b>£</b>	
Year 1 T.A. - Emma Kyriacou		3,808	
Year 2 T.A. - Maria Ronchetti		8,252	
Year 3 T.A. - Andrew Oh		3,500	
Year 4 T.A. - Linda Vaso		19,042	
Year 5 T.A. - Michelle Bolden		19,495	
Year 6 T.A. - Lynn Woods		16,503	
			High impact in reading with eligible children making more progress. Lower impact in maths and writing.
<b>Pupil Premium Teacher - Sheila Faucett</b>	100%	52,123	High impact in maths groups.
<b>Additional Maths teacher - Joy Parke</b>	5 hours per week		High impact in maths group with all children achieving Level 4 target.
<b>Deputy Head - Sarah Rowe</b>	50%	16,534	High impact in reading group and writing where gap has closed at end of KS 2 at Level 4.
<b>Montessori Specialist Teacher</b>	100%	9,076	Difficult to measure but significant impact on individual children in giving them learning experiences that help them make effective transition from Reception class to Year 1.

<b>Membership of the PiXL Club</b>	£3,000	3,000	High impact in providing diagnosis, therapy and testing strategies to enable achievement of all.
<b>Pupil Premium Tuition</b>	£1,560	1,560	High impact in providing 1:1 tuition that enabled 100% pupil premium children to achieve L4 in writing.
<b>Learning Mentor and Attendance Officer</b>	100%	23,907	Harder to measure but significant impact in tackling attendance and punctuality issues.
<b>Running of Readwriteinc. Programme</b>	£4,500	4,500	Low impact - phonics an area of whole-school improvement this year.
<b>Booster classes T.A. Led</b>	20 hours	300	High impact with highest ever L4+ results.
<b>Financial support for Year 5 and Year 6 School Journeys</b>		2,500	High impact in giving children experience of rural life.
<b>Breakfast Club - Lynn Woods, Maria Ronchetti, Emma Kyriacou</b>		4,400	More difficult to measure but key in encouraging particular children in coming to school on time and ready to learn.
<b>After-school clubs</b>			
		<b>188,760</b>	