



St Mary  
Magdalene  
Academy

# **PUPIL PREMIUM REPORT 2015 – 2016 PRIMARY**

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 2015 - 2016 PRIMARY

### ST MARY MAGDALENE ACADEMY

<b>Approval Committee:</b>	<b>Full Governing Body</b>
<b>Review Committee</b>	<b>CR &amp; SW Committee</b>
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<b>Publication date:</b>	<b>November 2016</b>
<b>Next publication date:</b>	<b>October 2017</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

<b>Primary 2015/2016: number of pupils and pupil premium grant (PPG) received</b>	
Number of pupils on roll	208
Number of pupils eligible for PPG	132
% of pupils eligible for PPG	63.5%
Amount of PPG received per pupil	£1,300
<b>Total advised 2015/16 Pupil Premium to be received</b>	<b>£171,560</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 Pupil Premium 2015/16:

The Primary Academy has advised 2015/16 pupil premium grant funding, as set out in the overview of the primary at section 2. This funding has been expended on the following as shown in the following table, section 3.3. The Academy has reviewed the impact of these interventions providing an impact statement which is shown within this report at section 4.

### 3.3 Primary 2015/16 Pupil Premium Expenditure Allocation:

<u>Intervention</u>	<u>Description</u>	<u>Cost</u>	<u>Impact</u>
Staffing:	Focussed 1:1/Group tuition interventions through Pupil Premium Teacher/Deputy	£73,760	Management of narrowing the gap with identified pupil premium pupils
Maths specialist teacher	Daily intervention focus group work throughout KS1 and KS2 in mathematics	£42,000	Narrowing the gap in maths focusing on both arithmetic and reasoning skills
Additional Year 6 teaching assistant PiXL group	Afternoon intervention maths sessions with focus groups	£5,000	Enabling vulnerable children to achieve to expected level in mathematics with a focus on arithmetic skills
Montessori specialist teacher	Twice weekly small group sessions with Reception, Year 1 and Year 2 focus E.A.L. pupils in acquisition of phonics	£7,000	Developing acquisition of English language with focus on speaking and listening and the development of phonics skills
Additional teacher to support guided reading and guided writing in Years 5 and 6	Focused support for guided reading and guided writing groups four times a week in each class during morning sessions	£25,000	Developing comprehension skills with a particular focus on inference and deduction; developing writing skills with a particular focus on the use of standard English and the effective use of punctuation.
Membership of PiXL Club	Strategy interventions for key marginal pupil premium children	£2,400	Supporting disadvantaged individual children in achieving

			potential at Year 6 to become secondary ready
Pupil premium 1:1 tutor	1:1 tuition of key marginal pupil premium children in Year 6	£1,200	Supporting disadvantaged individual children in achieving potential at Year 6 to become secondary ready with a particular focus on writing, e.g. grammar and punctuation within own writing.
Learning mentor	1:1 nurture sessions with identified pupils	£3,500	Developing self-esteem and reducing behaviour difficulties
Differentiated phonics daily intervention programme	Implementation of Read Write Inc. programme	£5,000	Helping disadvantaged children to move more quickly from learning to read to reading to learn
Booster classes for Year 6 pupils	Weekly booster sessions in autumn and spring term with Year 6 teaching assistant	£3,000	Supporting children in achieving expected level and exceeded levels by focused support in key areas
Attendance officer	Monitoring and follow-up action with parents of pupils regarding attendance and punctuality concerns	£3,500	Through raising awareness of individual concerns and working with parents: improvement in attendance and punctuality.
Financial support for Year 5 and Year 6 residential trips	Subsidising residential trips.	£200	Raising in confidence and self-esteem and knowledge and understanding of the world.

## 4. 15/16 Primary Impact Statement

### Impact:

1. 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 - 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 and Key Stage 2– working at the Expected or above standard in Reading, Writing and Mathematics

2. The impact of the funding should be *progress* that is at least in-line with the national average.

### End of Foundation Stage 2016

	School		National
	Pupil Premium	Non Pupil Premium	All
<b>Good level of development</b>	6 children – 50%	24 children – 62.5%	69.3% (provisional data)

Comment: Non Pupil Premium achieving more highly than Pupil Premium, though gap has significantly narrowed from 2015 data (which was a 45% difference)

### Phonics Screening Test 2015 – Year 1

	School		National	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
<b>Met the required standard</b>	10 children – 40%	19 children – 79%	70%	83%

Comment: Non Pupil Premium children achieving more highly than Pupil Premium within school. Pupil Premium children not meeting peers or national standards.

### Phonics Screening Test 2016 – By the end of Year 2

	School		National	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Met the required standard	11 children – 91%	17 children – 94%	86%	93%

Comment: Pupil Premium children achieve more highly than national and in-line with peers.

## **End of Key Stage 1 2016 – Expected +**

	School		National	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Reading	45%	76%	78%	78%
Writing	36%	65%	70%	70%
Maths	45%	82%	77%	77%

Comment: There is a significant gap with non-pupil premium children achieving better than their pupil premium peers and in relation to the national picture.

## **End of Key Stage 2 2016 – Expected +**

	School		National	
	Pupil Premium	All	Pupil Premium	All
Reading	66%	67%	71%	66%
Writing	76%	77%	79%	74%
Maths	83%	83%	70%	75%
RWM	62%	63%	60%	53%
GPaS	72%	73%	78%	72%

### **Progress Scores. School only**

	All pupils	Pupil Premium
Reading	0.97	0.92
Writing	1.17	1.41
Maths	3.13	3.29

### **Progress Scores comparing Pupil Premium in school with national by low, middle and high prior attainment**

	Reading			Writing			Maths		
	Low	Middle	High	Low	Middle	High	Low	Middle	High
School	-1.81	1.26	1.73	-2.76	1.62	3.9	-0.22	3.98	3.33
National	0.36	0.35	0.3	0.34	0.1	0.11	0.45	0.26	0.17

Comment: Pupil premium children are in-line with their peers and in outperform their peers nationally in terms of attainment. In progress, Pupil Premium children are either in line or outperforming their peers in school and compared with the national picture are overall making significantly more progress than their national peers with maths being a particular strength.

### **Overall comment:**

The most significant differences are in Year 1 Phonics and Year 2 end of KS1 SATs. The introduction of the expected standard at the end of KS1 and KS2 presents challenges for all schools. It is pleasing to note that there is no significant difference in end of KS2 SATs and the gap at EYFS is narrowing. The excellent progress seen across KS2 is something to be celebrated due to careful resourcing. Our focus now is on narrowing the gap in KS1.