

# Pupil premium Strategy Statement

St Martins school. 2017-18.



## What is Pupil Premium?

Pupil premium is government funding which is used to 'narrow the gap' between pupil groups.

The school receives this funding to work particularly with pupils whose personal circumstances may be a barrier to their learning and progress. (Disadvantaged pupils).

## What are the Barriers to learning for pupils at St Martins ?

Socio-economic disadvantage and Rural deprivation.

Low aspiration towards further training or Education.

Inconsistent parenting, engagement and parenting skills.

Safeguarding and welfare issues.

Inconsistent parenting, engagement/parenting skills.

Loss and bereavement.

Trauma and other mental health issues in the family and/or child

Frequent moves of school. High mobility.

Friction with neighbours and other members of the community.

Poor health and diet, high level of medical needs, and low attendance

Special educational needs and disabilities.

Pressures from RGT family's and community to withdraw early from school based education.

## How do we identify these pupils?

The pupil premium grant is paid to school according to the number of pupils who:

- Have been or are now registered as eligible for free school meals (within the last 6 years)
- Have been looked after by their local authority for 1 day or more.
- Were adopted from care ( AFC) on or after 30 December 2005, or left care under:
  - a special guardianship order
  - a residence order.
- Is the son/ daughter of parents that have served in the British Armed Service.

In the 2017 to 2018 financial year, pupil premium funding is:

- £1,320 for each eligible primary-aged pupil
- £935 for each eligible secondary-aged pupil
- £ 300.00 for pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defense.
- £1900.00 to support looked-after children and children Adopted from care.
- There is also pupil premium available for early years' pupils this is calculated by Shropshire council

When we complete our school census, we record information about our pupils and this is used to calculate our pupil premium funding by the Dfe.

The school census is completed in October, January, and May.

### **How many pupils are eligible for the pupil premium grant ( PPG)?**

At the October census of 2017 we have 530 students on role of which 145 pupils are eligible for PPG. Approximately 27% of the school. We are seeing an increased percentage of pupil premium students at St Martins this year from 20% to 27%.

### **How much pupil premium does the school receive?**

In the financial year 2014-15 we received £ 116,675.

In the financial year 2015- 16 we received £ 135,815.

In the financial year 2016- 17 we received £ 95,565.

In the financial year 2017- 18 we will receive £151,808.

### **How do we use pupil premium grant?**

Every Year we review our strategies for supporting students who receive PPG. The date of the review is Oct 31<sup>st</sup> 2017.

Pupil premium is used to support and develop targeted intervention strategies, guidance and pastoral support. This approach is used to provide challenge, encourage progress, maximize attainment and reduce barriers to learning, therefore 'narrowing the gap' between our less and more advantaged pupils. We recognize that there are barriers in and out of school, to future attainment for students who are supported by PPG such as poor literacy and numeracy skills, underdeveloped social skills, Pastoral needs, challenging behavior, Medical needs and more-able students who because of social factors have not been given to opportunities to make sustained progress. Low attendance can also be a factor in under attainment and limited progress.

### **How do measure the impact of Pupil premium?**

St Martins School is an inclusive leaning environment, our size, and structure means that all staff know all pupils very well. This enables individualized learning programs to be devised to address pupil's needs, intervention strategies, guidance and pastoral support put into place and achievement/ progress measured.

**How has using pupil premium helped to close the gap for students who took GCSE last year July 2017?**

		PP pupils at St martins 13 in group	Non PP pupils at St martins 29 in group	Gap analysis
% achieving 5A*-C incl Eng and Maths		15%	41%	-26%.
% achieving expected ( 3 levels ) progress in Eng / Maths		( 3 levels ) Eng 41%= 5 students Maths 16%= 3 students ( 4 levels) English 8.33% = 1 student	( 3 levels ) Eng 54% Maths50% ( 4 levels) English 15%	Eng PP students 12% lower than non pp Maths PP students 33% lower than non PP.
Progress 8 score average		-0.5	-.36	Gap of -0.14
Attainment 8 score average		32	38	Gap of - 6

( more than whole school % number of pp students in group. 30% of year group )

**How has using pupil premium helped to close the gap for students who had end of key stage 2 tests ( Stats ) last year July 2017 ?**

	PP pupils at St martins 9 in group Each student is 11% of pp cohort	Non PP pupils at St martins 24 in group Each student is 4.1 % of non pp cohort	Gap analysis
% achieving expected level or above in reading , writing and Maths	55%	50 %	+ 5 %
% achieving expected level in Reading	55%	41%	+ 14%
% achieving expected level in Grammar	55%	41%	+ 14 %

% achieving expected level in Maths	55%	75 %	-20%
-------------------------------------	-----	------	------

( equivalent to whole school % number of pp students in group. 27% of year group )

### How has using pupil premium helped to close the gap for students who had end of key stage 1 assessment July 2017 ?

	PP pupils at St martins	Non PP pupils at St martins	Gap analysis
	2 in group Each student is 50%	23 in group Each student is 4.3 %	
% achieving expected level or above in reading , writing and Maths	50%	56 %	-6%
% achieving expected level in Reading	50%	60%	-10%
% achieving expected level in Writing	50%	60%	-10 %
% achieving expected level in Maths	50%	60 %	-10%

( less than whole school % number of pp students in group. 8% of year group )

### How do we identify which is the best way to support pupils?

Lead by Senior staff with input from class room teachers, tutors, and our additional, needs team, an area of need, a targeted intervention and an achievement indicator are identified for each student. This process is revisited each term to ensure that the interventions are working and progress is being made to 'narrow the gap'.

### Which interventions are paid for by pupil premium funding?

One to One literacy and numeracy support delivered by the additional needs team.

Small group work, involving pupils working together with support from staff to improve literacy and numeracy skills.

Daily Reading sessions supported by our Learning Resource Hub staff and Teaching assistants.

Inclusion programs, to support pupils who find main stream school setting difficult. Tailored programs including, personal development work, anger management, Self awareness and supporting good attendance.

Family support programs, working with family and young people building relationships in the community and supporting positive parenting.

Transitional programs for pupils who have moved from other school mid phase or have been identified as needing support when moving up to key stage 3.

Accessing 'Enhance' workers from other agencies and specialists to advice / work with pupils with SEN.

Work of learning mentors who tailor interventions, support in class rooms and support pastoral staff to positive manage pupils learning.

Training for staff to access support as part of the Early help assessment team.

Supporting pupils of Traveling families.

Supporting before and after school clubs and extra curricula activities. E.g. music lessons.

Enabling students to access work placements.

The schools progress champion work with student who are more-able and need progress accelerating.

## **How do we know it's working?**

We track all students very closely and regularly through both phases using our data catches 3 times each year.

Each Pupil premium student is also monitored through their identified achievement indicator.

The achievement indicators are; English levels, Maths Levels, Attendance %, Effort behavior and exclusion data.

Comparisons are made with other pupils both in our school and nationally and we report this progress to the Governing body.

Its is important that all staff teaching and support staff know who our Pupil premium pupils are and what area of need has been identified and which are their targeted interventions and achievement indicators. We do this through training and we use SIMS.

All staff understand and actively promote 'narrowing the gap' in their teaching.

## **How do we Track the PP grant for each student.?**

We produce a costed provision map for each of our pupils. This show exactly which interventions they are encouraged to engage with and how much is spent. As interventions are updated and targets met provision maps are updated.

## **St Martins School pupil premium grant Governors statement**

Our Aim:

The targeted and strategic use of pupil premium will support us in achieving our aim of helping everyone achieve their full potential. St Martins school will do this by:

- Ensuring the best possible delivery of learning experiences in the classroom.
- Having a range of group and individual interventions designed to Support those with identified needs.
- Offer a rich and varied menu of activities designed to engage and motivate pupils, raising their aspirations and create a positive view of learning.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes those in receipt of free school meals.
- All our work through the pupil premium will be aimed at accelerating Progress and ensuring children make expected progress at least in line with national averages.
- Pupil premium resources may also be used to target able children on FSM to achieve their best

Provision

- Achievement and Standards work including additional class based or intervention work to accelerate progress of targeted groups or individuals
- Learning Support to enable children to fully access learning and Accelerate progress where there are specific barriers other than identified Special Educational Learning Needs
- Pastoral work which undertakes work to raise self esteem, extend their personal skill set and support children to make appropriate choices in order to maximize learning opportunities.

Monitoring

It will be the responsibility of the Head teacher to produce regular reports for Governors on:

- the progress made towards narrowing the gap in attainment for pupils in vulnerable groups in receipt of pupil premium
- outline of the provisions in place
- an evaluation of the effectiveness, in terms of the progress made.
- The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used