

## St Saviour's Pupil Premium Provision 2017-18

### **What is Pupil Premium?**

The Pupil Premium is additional funding (£1320 per child) given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. There is also funding (£1900 per child) given for children who are looked after, have been adopted from care or who have left care. For the financial year 2017/18, St Saviour's has been allocated **£117,480**.

### **The main barriers experienced by our children are:**

- lack of home-school engagement, low income,
- lack of knowledge and experience of the wider world,
- issues of self-esteem and self-motivation - which can slow down the learning process.

### **Our strategy for the use of Pupil Premium.**

- Large class sizes can have detrimental effect on children's progress and outcomes.
- Working in streams and smaller classes ensures that PP children enjoy effective and personalised learning, thus improving progress and outcomes.
- You can see below the range of activities we have used and continue to use this funding for.
- These activities help to ensure that our children in receipt of Pupil Premium achieve their full potential.
- The spending allocated by the school exceeds our PP funding, with in excess of £157,240 spent on Pupil Premium pupils.
- The School's Pupil Premium strategy is reviewed annually each September.

**The next review will be in September 2019.**

### **Attainment Analysis – St Saviour's – July 2018**

The Federation points referred to in this document are used to measure the pupils' attainment and progress. The 'Expected' number of Federation points, referred to in the table below, refer to where a child achieving at age-related expectation (ARE) will be performing at the end of each year. The expected progress from the end of one school year to the end of the next school year is 3 Federation points. The table shows the attainment, at the end of each year group, of the cohort and children awarded pupil premium funding.

| Group                | Expected  | Reading | Writing | Maths |
|----------------------|-----------|---------|---------|-------|
| Year 1 - All         | 19        | 19.5    | 18.8    | 19.0  |
| <b>Pupil Premium</b> | <b>19</b> |         |         |       |
| Year 2 - All         | 22        | 24.4    | 23.0    | 24.1  |
| <b>Pupil Premium</b> | <b>22</b> | 23.0    | 22.0    | 23.4  |
| Year 3 - All         | 25        | 27.6    | 25.7    | 27.1  |
| <b>Pupil Premium</b> | <b>25</b> | 26.0    | 25.3    | 26.3  |
| Year 4 - All         | 28        | 29.6    | 28.7    | 29.4  |
| <b>Pupil Premium</b> | <b>28</b> | 29.4    | 28.5    | 28.9  |
| Year 5 - All         | 31        | 33.2    | 30.7    | 32.7  |
| <b>Pupil Premium</b> | <b>31</b> | 31.9    | 29.7    | 31.5  |
| Year 6 - All         | 34        | 38.2    | 37.1    | 37.6  |
| <b>Pupil Premium</b> | <b>34</b> | 37.7    | 35.8    | 36.5  |

| Year   | Objective   | Opportunity   | Cost   | Success criteria   | 2017-18 outcomes   |
|--------|---|---|--------|--|--|
| Year 1 | Teaching Assistant (TA) to ensure a range of opportunities for pupils to apply their phonic knowledge appropriately   | TA has a RWI group<br>1 Hour / day  | £3094  | <ul style="list-style-type: none"> <li>Phonic strategies are consistently applied by pupils to enable them to pass Year 1 phonics screening check and apply their phonic knowledge appropriately</li> </ul>  | 91% of children passed the Y1 Phonic screening check.  |
|        | To enhance the active teaching of comprehension skills, linked to clear gap analysis and individual data, leading to a deeper understanding and improved reading standards.   | TA reading intervention group<br><br>1 hour 2 days/week   | £1243  | <ul style="list-style-type: none"> <li>95% of pupils reach age expected standard at the end of KSI for and 35% reach greater depth.</li> </ul>   | 91% of Y1 pupils achieved the EXS in reading and the average Fed Pt score for the year group was significantly higher than the EXS in reading. |
| Year   | Objective   | Opportunity   | Cost   | Success criteria   | 2017-18 outcomes   |
| Year 2 | To further deepen and accelerate National Curriculum reading, writing and maths standards, linked to clear gap analysis and individual data, so that an increased percentage of pupils achieve Age Related Expectation and Exceeding Age Related Expectation at KSI | Additional teacher in year allows for quality first teaching in smaller streamed groups   | £24269 | <ul style="list-style-type: none"> <li>90% of pupils reach age expected standard at the end of KSI for reading and 35% reach greater depth.</li> <li>Through teaching in small classes children receive personalised teaching to address individual barriers to learning and gaps.</li> </ul>  | 87% of Y2 pupils reached the ARE in reading, with 38% GDS  |
| Year 3 | To further deepen and accelerate National Curriculum reading, writing and maths standards, based clearly on National Curriculum year group expectations so that an increased percentage of pupils achieve a combined Age Related Expectation and Greater Depth      | Additional teacher takes a Y3 class so teachers can do Interventions one afternoon per week plus an additional one hour session | £4854  | <ul style="list-style-type: none"> <li>88% of pupils reach age expected standard at the end of Year 3 for reading, writing and maths <b>combined</b> and 23% reach greater depth</li> <li>Through teaching in small classes children receive personalised teaching to address individual barriers to learning and gaps.</li> <li>Increased focus and concentration of children working in small group</li> </ul> | On average, 72 % of Y3 pupils achieved the ARE in reading, writing and maths.  |

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| <b>Year 4</b> | To further deepen and accelerate National Curriculum reading, writing and maths standards, based clearly on National Curriculum year group expectations so that an increased percentage of pupils achieve a combined Age Related Expectation and Greater Depth                            | Additional teacher takes a Y4 class so teachers can do Interventions one afternoon per week.                                      | £4854       | <ul style="list-style-type: none"> <li>• 88% of pupils reach age expected standard at the end of Year 4 for reading, writing and maths <b>combined</b> and 23% reach greater depth</li> <li>• Through teaching in small classes children receive personalised teaching to address individual barriers to learning and gaps.</li> <li>• Increased focus and concentration of children working in small group</li> </ul>         | On average, 80% of Y4 pupils achieved the ARE in reading, writing and maths.  |
| <b>Year 5</b> | To further deepen and accelerate National Curriculum reading, writing and maths standards, based clearly on National Curriculum year group expectations so that an increased percentage of pupils achieve a combined Age Related Expectation and Greater Depth                            | Additional teacher takes a Y5 class so teachers can do Interventions two afternoons per week.                                     | £9708       | <ul style="list-style-type: none"> <li>• 88% of pupils reach age expected standard at the end of Year 5 for reading, writing and maths <b>combined</b> and 23% reach greater depth</li> <li>• Through teaching in small classes children receive personalised teaching to address individual barriers to learning and gaps.</li> <li>• Increased focus and concentration of children working in small group</li> </ul>         | On average, 75% of Y5 pupils achieved the ARE in reading, writing and maths.  |
| <b>Year</b>   | <b>Objective</b>  | <b>Opportunity</b>  | <b>Cost</b> | <b>Success criteria</b>  | <b>2017-18 outcomes</b>   |
| <b>Year 6</b> | To further deepen and accelerate National Curriculum reading, writing and maths standards, based clearly on National Curriculum year group expectations so that an increased percentage of pupils achieve a combined Age Related Expectation and Exceeding Age Related Expectation at KS2 | Additional teacher in year allows for quality first teaching in smaller streamed groups   | £31306      | <ul style="list-style-type: none"> <li>• 88% of pupils reach age expected standard at the end of KS2 for reading, writing and maths <b>combined</b> and 23% reach greater depth</li> <li>• Through teaching in small classes children receive personalised teaching to address individual barriers to learning and gaps.</li> <li>• Increased focus and concentration of children working in small group</li> </ul>            | 88% of pupils reached the expected standard in reading, writing and maths in KS2 SATs, above the national mean of 65% and 21% reached greater depth |
| <b>Year 6</b> | To further deepen and accelerate National Curriculum reading, writing and maths standards, based clearly on National Curriculum year group expectations so that an increased percentage of pupils achieve a combined Age Related Expectation and Exceeding Age Related Expectation at KS2 | <u>Booster classes</u> to take place after school:<br><br>SLT and teachers<br><br>Each teacher teaches one hour each after school | £27939      | <ul style="list-style-type: none"> <li>• 88% of pupils reach age expected standard at the end of KS2 for reading, writing and maths <b>combined</b> and 23% reach greater depth</li> <li>• Through teaching in small classes children receive personalised teaching to address individual barriers to learning and gaps.</li> <li>• Increased focus and concentration of children working in small group</li> <li>•</li> </ul> | 88% of pupils reached the expected standard in reading, writing and maths in KS2 SATs, above the national mean of 65% and 21% reached greater depth |

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| <b>Year 6</b> | To further deepen and accelerate National Curriculum reading, writing and maths standards, based clearly on National Curriculum year group expectations so that an increased percentage of pupils achieve a combined Age Related Expectation and Exceeding Age Related Expectation | Achievement school on Saturday will support our PP children to further consolidate their understanding of maths, grammar and reading in term 1.2, 2.1, 2.2 SLT and teachers | £2010 | <ul style="list-style-type: none"> <li>• 88% of pupils reach age expected standard at the end of KS2 for reading, writing and maths <b>combined</b> and 23% reach greater depth</li> <li>• Through teaching in small classes children receive personalised teaching to address individual barriers to learning and gaps.</li> <li>• Increased focus and concentration of children working in small group</li> </ul> | 88% of pupils reached the expected standard in reading, writing and maths in KS2 SATs, above the national mean of 65% and 21% reached greater depth |
| <b>Year 6</b> | To further deepen and accelerate National Curriculum reading, writing and maths standards, based clearly on National Curriculum year group expectations so that an increased percentage of pupils achieve a combined Age Related Expectation and Exceeding Age Related Expectation | <u>Easter school</u> on Saturday will support our children to further consolidate their understanding of maths, grammar SLT and teachers                                    | £530  | <ul style="list-style-type: none"> <li>• 88% of pupils reach age expected standard at the end of KS2 for reading, writing and maths <b>combined</b> and 23% reach greater depth</li> <li>• Through teaching in small classes children receive personalised teaching to address individual barriers to learning and gaps.</li> <li>• Increased focus and concentration of children working in small group</li> </ul> | 88% of pupils reached the expected standard in reading, writing and maths in KS2 SATs, above the national mean of 65% and 21% reached greater depth |

### Curriculum enrichment

| Year          | Objective                                      | Opportunity   | Cost  | Success criteria   | 2017-18 outcomes  |
|---------------|--|---|---|--|---|
| <b>Year 6</b> | Funding for School Journey                     | Subsidised places for Y6 children   | £600  | <ul style="list-style-type: none"> <li>• Enable all children to access School Journey</li> <li>• Children have full engagement with a wide and enriching curriculum outside the classroom</li> </ul> | More pupils attended Gilwell Park this year and participated in new experiences including rock climbing, team building, water sports and high ropes.  |
| <b>All</b>    | To support families by subsidising BC and ASC. | Children benefit from BC (breakfast) and After school club activities such as sport, arts and crafts. | <u>Breakfast Club</u> – £5.50 per pupil day<br><u>Afterschool Club</u> – £10.50 per pupil day | <ul style="list-style-type: none"> <li>• Improved attendance and punctuality</li> <li>• Ensure children have a nutritional breakfast</li> <li>• Homework support available</li> </ul>                | <p>Children are in school, on time and ready to learn at the beginning of the day. St Saviour's attendance for the year matched the national mean in 17-18.</p> <p>Children enjoy nutritional food and continued to attend both BC and ASC in very large numbers partly as a result of the subsidising of the service.</p> <p>Children are in a safe environment, enjoying engaging activities.</p> |

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| <b>All</b>  | Clubs before and after school                                      | Sparkle club<br>Reading club<br>Sparkle club (spelling and handwriting)<br>Cooking<br>Arts and Crafts<br>Basketball<br>Film`<br>Chess<br>Sewing<br>Number<br>Shark<br>Education<br>City<br>Writing<br>Football | £26100      | <ul style="list-style-type: none"> <li>• Children enjoy a wide range of additional opportunities to compliment what happens in school</li> </ul>  | <p>Children show greater resilience in situations they find challenging<br/>Children are able to work in small groups.<br/>Children feel more positive in their friendships<br/>Children more aware of the importance of being healthy.</p>   |
| <b>All</b>  | Pantomime theatre company performance                              | Children get the chance to see a visiting pantomime company. Teaching and learning opportunities will follow this event.   | £1185       | <ul style="list-style-type: none"> <li>• Enjoyment of live theatre experience</li> <li>• Greater engagement in reading and writing due to theatre experience</li> <li>• Improved outcomes in writing</li> </ul> | <p>17-18 performance data, as detailed above, shows the children made accelerated progress to ARE by the end of the year in all year groups, Yrs 1-6, in all subjects, including reading and maths.</p> <p>Other outcomes from the performance were;</p> <ul style="list-style-type: none"> <li>- enjoyment of experiential learning;</li> <li>- increased awareness of how live performance differs from film or video and the greater concentration this requires of the audience;</li> <li>- higher quality writing;</li> <li>- high quality work displayed in school (writing and art) inspired by the pantomime</li> </ul> |
| <b>Year</b> | <b>Objective</b>   | <b>Opportunity</b>   | <b>Cost</b> | <b>Success criteria</b>   | <b>2017-18 outcomes</b>   |
| <b>All</b>  | To support teamwork and fair play through sports with Sports Coach | Children have the opportunity to work in small groups on sports related activities. A particular focus on working as a team, sharing and controlling emotions  | £2650       | <ul style="list-style-type: none"> <li>• Developing turn taking skills</li> <li>• Understanding fair play and sharing opportunities</li> </ul>  | <p>Children are able to play better in a team.<br/>Children work collaboratively in sports as well as in class activities<br/>There have been fewer incidents, as the sports coach has been able to engage and mentor pupils who might otherwise be disaffected.<br/>Fewer referrals to SLT</p>   |
| <b>All</b>  | To support children in being good friends with learning            | Children to work in small groups to  | £15298      | <ul style="list-style-type: none"> <li>• Building resilience</li> </ul>   | <p>Children show greater resilience in situations they find challenging</p>   |

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|                          | mentor  | discuss friendships and learn how to listen to other points of views.   |  | <ul style="list-style-type: none"> <li>• Develop ability to form positive relationships</li> </ul>   | <p>Children are able to work in small groups.<br/>Children feel more positive in their friendships<br/>Children are able to make new friends</p>  |
| <b>Year 3, 4 &amp; 5</b> | <p>To raise academic standards children through small group interventions</p> <p>To strengthen relationships through engaging, collaborative and challenging activities</p> | <p>Children are invited to <u>SHINE</u> on Saturday from 9.00-14.00 to further develop their standards in an informal setting with children from two other schools. Children are provided with lunches and they are taken out on exciting tours and trips in London</p> | <p>Cost variable depending on attendance</p> | <ul style="list-style-type: none"> <li>• Children receive focused teaching to address barriers to learning and address individual gaps.</li> <li>• Increased focus and concentration of children working in small group Gaps in attainment and progress have been closed</li> <li>• Children on special outings to provide experiences within and outside their local community</li> <li>• Children have a greater understanding of the world around them</li> </ul> | <p>The data above demonstrates that over 80% on average of Y3-5 children have attained at or above ARE in reading, writing and maths by the end of the year.</p> <p>The children have had a wide range of experiences which they can refer to in their life and schooling.</p> <p>They have improved concentration, and have made strong and long lasting relationships with their peers.</p> |
| <b>All</b>               | To see a live science show linked to our curriculum   | Children will be able to see science in action through experiments and storytelling performed by 'Science made simple'.   | £700   | <ul style="list-style-type: none"> <li>• Increased engagement of children in science</li> <li>• Increased understanding of science topics covered in the shows</li> <li>• Understanding of how practical science contributes to our understanding and helps answer scientific questions</li> </ul>   | <p>The Science Show made science practical so the children could learn in a less abstract, more concrete way. Greater engagement evidenced subsequently in science lessons. There is a better understanding of practical science in class. Photos and follow-up work was displayed in class.</p>  |