



'Academies in Christ' Part of the Archdiocese of Southwark

Stella Maris Catholic School Academy Pupil Premium Strategy

Date: September 2018

Date of next review of Pupil Premium: September 2019

Academy Lead for Pupil Premium: Clare Archibald (staff)/Katherine Langley (Governor)

Background:

Pupil Premium funding is a government initiative designed to target resources to those pupils deemed to be from a disadvantaged background. Specifically, the Pupil Premium money is for those pupils who have been on Free School Meals (FSM) at any point over the past 6 years (Ever 6 FSM) or those children who have been looked after continuously for at least 6 months (CLA). For the year 2018/2019 the Pupil Premium has a value of £1320 per eligible pupil in primary education and £935 per eligible pupil in secondary education. This is unchanged from last year.

Schools also receive £2,300 for those who are looked after or adopted from care. For pupils who attract the £2,300 rate, the virtual school head of the local authority that looks after the pupil will manage the funding. Schools receive the single higher payment when a pupil is both CLA and Ever 6 FSM.

School level numbers and percentages shown in this review are those relating pupils eligible for the deprivation element of the Pupil Premium (Ever 6 FSM).

Neither the government nor any government agency has dictated how the Pupil Premium money should be spent but what is clear is that the money should be used to promote strategies which narrow the attainment gap between the highest and lowest achieving pupils, and which enable eligible pupils to thrive, particularly if they demonstrate high ability.

Stella Maris Catholic School Academy's Pupil Premium Profile 2017/2018

Year Group	Number of girls eligible	Number of boys eligible	Total number eligible	Total as a % of Year Group
R	3	5	5	17%
1	0	5	5	17%
2	5	2	7	23%
3	5	2	7	23%
4	2	5	7	23%
5	5	7	12	41%
6	8	4	12	48%

Stella Maris Catholic School Academy's Pupil Premium Profile 2018/2019

Year Group	Number of girls eligible	Number of boys eligible	Total number eligible	Total as a % of Year Group
R	0	2	2	7%
1	0	1	1	3%
2	2	4	6	19%
3	3	6	9	29%
4	6	1	7	23%
5	2	6	8	27%
6	4	8	12	40%

Overview of Stella Maris Catholic School Academy's Strategies for improving the performance of pupils who are

At Stella Maris Catholic School Academy, the main barriers to educational achievement that pupils in our school who are disadvantaged face are:

- Low levels of oracy skills at the beginning of EYFS
- Poor attitude to attendance
- Home learning not supported or understood at home.
- Core skills in reading, writing and maths not developed or valued at home.
- High levels of oracy and language skill are not modelled consistently to children.
- Children's involvement in the wider school community is limited.
- Low self-esteem and low expectations for learning

We will spend our pupil premium funding in the following ways to address these barriers.

- High quality language intervention for children in EYFS, Years 1 and 2. A structured programme called Speech and Language Link will be used
- All staff members will focus on raising the attendance of all children eligible for grant. The Attendance Policy will be rigorously followed, for example phone calls made, letters sent and outside agencies used when necessary to support families
- The Inclusion Co-ordinator will support parents with how to help their child at home through arranging Parent Workshops and having regular meetings with them
- Small group teaching in Year 6 for reading, writing and maths led by the Maths and English Leaders
- Small group work for all children in reading, writing and maths, led by class teachers
- Daily reading for all children eligible for the grant
- Free attendance at Breakfast club available to all children eligible for the grant
- Implementation of Assertive Mentoring throughout the school, to provide high quality feedback to pupils on their learning progress
- Funding for high-quality, engaging educational visits
- Funding for children to participate in wider curriculum opportunities in school
- Funding for training both teachers and teaching assistants
- Use of PiXL strategies to provide targeted support for pupils across Key Stage 2 who are in danger of failing to achieve expected results

Our rationale for spending the money in this way is that children make very good progress when the quality of the feedback that they receive is high. Smaller group work enables the learner to be given specific instruction and feedback in key areas. Research has shown that interventions which target social and emotional learning (SEL) impact on attitudes to learning, social relationships in school, and attainment itself. High attendance is fundamental to achieving good levels of progress and a positive attitude to school and learning. Training for teachers and teaching assistants is proven to raise standards in teaching and learning. Research demonstrates that this is an effective way to close gaps in learning.

Pupil Premium Funding – the total funding received by Stella Maris Catholic School Academy

2017 - 2018

Funding Stream	Amount (£)
Primary pupils: 54	£71280
Total Income	£71280

2018 - 2019

Funding Stream	Amount (£)
Primary pupils: 47	£62040
Total Income	£62040

At Stella Maris Catholic School Academy, the Pupil Premium funding is spent in a variety of ways with the direct and explicit aim of improving the academic outcomes and broader educational experience of our pupils who are most disadvantaged. This includes investment in both academic and pastoral strategies. A breakdown of the 2017/18 expenditure is shown below, together with its impact on outcomes for pupils eligible for Pupil Premium funding:

PP Improvement Strategy 2017/18	Amount (£)	Description	Evidence of Impact
Early intervention	£4000	Training and time out for experienced Teaching Assistant to run Speech Link and Language Link and to manage follow-up support	<ul style="list-style-type: none"> • 100% of PP children achieved the expected standard in the Year 1 phonics screen compared with 66% of PP in Kent • 100% of PP children passed the Phonics Retakes in Yr 2 • All children made more than expected progress in the Early Years
Small group intervention	£46,270	Teaching Assistant support to facilitate small group intervention by	<ul style="list-style-type: none"> • 80% of PP pupils at KS1 achieved age related expectations in reading, writing and maths which is

		teachers and Teaching Assistants	<p>higher than the national average</p> <ul style="list-style-type: none"> • 40% of PP pupils at KS1 achieved the higher standard in reading and maths, significantly higher than the national figure • The gap between the attainment of PP pupils at KS1 has decreased significantly since the previous year and in writing have outperformed non-PP pupils • PP pupils achieving combined expected standard at KS2 has increased by 24% and was higher than the national figure • 33% of PP children achieved the highest standard in reading compared with 18% nationally • The gap has diminished at KS2 regarding achievement of writing at expected standard
1:1 feedback	£2460	Implementation of Assertive Mentoring throughout the school, to provide high quality feedback to pupils on their learning progress	<ul style="list-style-type: none"> • Improved outcomes for all disadvantaged children across all areas of the curriculum
Educational visits	£8500	Funding for high quality, engaging educational visits	<ul style="list-style-type: none"> • Improved outcomes for all disadvantaged children across all areas of the curriculum
Staff CPD	£1500	Funding to support staff CPD on positive mental health training. Middle Leaders training.	<ul style="list-style-type: none"> • PP children with emotional or low levels of wellbeing supported effectively in order to make the expected standard in R, W and M. • The gap for Pupil Premium children has narrowed and in some cases closed or

			exceeded through improved teaching and learning throughout the school.
Small group nurture support	£5700	Funding for a teaching assistant to support wellbeing.	<ul style="list-style-type: none"> Results show that children with emotional or low levels of wellbeing confidence has increased enabling them to access all curriculum areas.
Breakfast club	£750	Offer of free attendance at the Breakfast Club for Pupil Premium children	<ul style="list-style-type: none"> Attendance for disadvantaged pupils remains above the national figure – gap between attendance for disadvantaged and non-disadvantaged has remained the same
PiXL	£2100	Implementation of PiXL strategies in KS2 to identify underperforming pupils and provide targeted support	<ul style="list-style-type: none"> Results show that the gap between disadvantaged and non-disadvantaged has diminished in attainment across all core subjects
\Total Expenditure	£71,280		

A breakdown of the projected expenditure for the year 2018/2019 is shown below, together with its projected impact:

PP Improvement Strategy 2018/19	Amount (£)	Description	Projected Impact
1:1 feedback	£2600	Continued implementation of Assertive Mentoring throughout the school, to provide high quality feedback to pupils on their learning progress	<ul style="list-style-type: none"> Improved outcomes for all disadvantaged children across all areas of the curriculum
PiXL	£2500	Further development of PiXL strategies in KS2 to identify underperforming pupils and provide targeted support	<ul style="list-style-type: none"> Further reduction in the gap between the attainment of disadvantaged and non-disadvantaged pupils across all core subjects
Small group intervention	£47,500	Teaching Assistant	<ul style="list-style-type: none"> Narrowing the gap in achievement between

		support to facilitate small group intervention by teachers and Teaching Assistants	disadvantaged and non-disadvantaged pupils across the school, with a particular focus on: <ul style="list-style-type: none"> • Achievement in Writing • Achievement of higher-ability pupils • Achievement in maths
Breakfast club	£750	Offer of free attendance at the Breakfast Club for Pupil Premium children	<ul style="list-style-type: none"> • Narrowing the gap in attendance between disadvantaged and non-disadvantaged pupils
Staff CPD	£2500	Funding to support staff CPD on positive mental health training. Middle Leaders training.	<ul style="list-style-type: none"> • Increased capacity of staff to support pupils with significant barriers to learning • Increased subject leadership capacity, which impacts positively on narrowing the attainment gap for disadvantaged pupils
Educational visits	£6190	Funding for high quality, engaging educational visits	<ul style="list-style-type: none"> • Improved outcomes for all disadvantaged children across all areas of the curriculum
Total Expenditure	£62,040		

Stella Maris Catholic School Academy's Results 2018 – Attainment and Progress of pupils eligible for Pupil Premium funding

New school accountability measures are as follows:

- The proportion of pupils meeting the revised national standard
- Scores measuring the progress made by pupils by subject from similar Key Stage 1 starting points

The table below provides provisional headline figures for disadvantaged pupils in receipt of pupil premium funding because they were entitled to Free School Meals at any point in the six years before the Key Stage 2 tests – (Ever 6 FSM). The headlines are compared to national average outcomes for pupils who are non-disadvantaged. The national averages for similarly disadvantaged pupils are shown for information.

Headline Measure	Academy 2018 Disadvantaged Outcomes	2018 National Non Disadvantaged	2018 National Disadvantaged
% Pupils meeting	67	70	51

the national standard in Reading, Writing and mathematics			
% of pupils meeting the national standard in Reading	78	80	64
% of pupils meeting the national standard in Writing	78	83	68

Stella Maris Catholic School Academy's Results 2018 – Attainment and Progress of pupils eligible for Pupil Premium funding			
Headline Measure	Academy 2018 Disadvantaged Outcomes	2018 National Non Disadvantaged	2018 National Disadvantaged
% of pupils meeting the national standard in mathematics	67	81	64
Reading progress score	+1.9	*0.3	*-0.7
Indicator of Relative Difference to the National Average (0) for all pupils	= Progress made by disadvantaged pupils in this school is in line with the progress made by all pupils on average nationally.	↑ On average nationally, non-disadvantaged pupils make more progress than all pupils	↓ On average nationally, disadvantaged pupils make less progress than all pupils
Writing progress score	+1.5	*0.2	*-0.4
Indicator of Relative Difference to the National Average (0) for all pupils	= Progress made by disadvantaged pupils in this school is in line with the progress made by all pupils on average nationally.	↑ On average nationally, non-disadvantaged pupils make more progress than all pupils	↓ On average nationally, disadvantaged pupils make less progress than all pupils
Mathematics progress score	-0.7	*0.3	*-0.6
Indicator of Relative Difference to the National Average (0) for all pupils	= Progress made by disadvantaged pupils in this school is in line with the progress made by all pupils on average nationally.	↑ On average nationally, non-disadvantaged pupils make more progress than all pupils	↓ On average nationally, disadvantaged pupils make less progress than all pupils

*<https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2017-revised> – 2018 national progress averages published December 2018.