



Pupil Premium at St Mary and St Pancras

Background

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps in attainment between them and their peers. Schools currently receive £1,320 each academic year for every pupil in Reception to Year 6 who is eligible for free school meals (FSM) at any point in the previous 6 years.

Context

St Mary and St Pancras is a one form entry Church of England school in an area of high deprivation in Camden. In 2016-2017, 49% of pupils were eligible for The Pupil Premium and the school received a total budget of £131,260. The projected budget for 2017-2018 is £133,320. When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Aims

At St Mary and St Pancras, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We use the Pupil Premium funding to maximise opportunities and experiences, and to close the gap in attainment through targeted and researched interventions.

Whole School initiatives

Quality of Teaching and Learning

High quality teaching and learning benefits **all** children. Regular monitoring and feedback by the senior leaders as well as the Local Authority, LDBS and subject leaders, means that high quality teaching and learning is maintained and coaching and support is given to further improve.

Assessment and tracking pupil progress

One of the recommendations of Sutton Trust and Education Endowment Foundation Report July 2015 on using The Pupil Premium effectively was, "Improved teacher training and professional development so that all school leaders and classroom teachers understand how to use data and research effectively."

In January 2017 Target Tracker was introduced as the tool to track pupil progress and attainment. It enables the school to look at gaps in attainment between different groups of pupils in the core curriculum subjects. This is used to inform decisions about which interventions and additional support programmes to adopt in order to maximise progress.

Training

The school has invested in CLPE's Power of Reading training for the English subject leader, and this approach to Literacy has been adopted across the whole school. CLPE's highly successful Power of Reading training programme is designed to support schools in raising engagement and attainment in reading and writing for all pupils. It allows children to study texts in depth and facilitates meaningful contexts for writing.

Two teachers in KS1 have attended mathematics mastery training to further improve the teaching of strategies for problem solving to enable pupils to develop a deeper understanding of key concepts.

A comprehensive CPD programme for all staff ensures continued improvements in pupil outcomes.

Marking and Feedback

Research shows that oral and written feedback has a positive impact on children's learning. "Feedback, redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome" (Education Endowment Foundation). Children respond regularly to teacher comments, which encourages them to reflect on what they have learned and enables them to move on to the next stage of learning

Partnerships

We work in partnership with two local Camden schools. During 2016/2017 we worked in collaboration to improve the accuracy of assessment in writing. Over a number of Professional Development meetings a portfolio of writing samples were created to use as exemplars when making judgements about children's work. This greatly reduces in-school variance, thus making data more accurate and reliable.

Enrichment

We provide enrichment opportunities to broaden pupils' experiences, deepen understanding, raise aspirations and increase self-esteem and confidence. These include residential visits for Year 6, workshops, performances and visits. In the Summer term, for example, Year 5 was involved in a Shakespeare project culminating in a performance at a local secondary school. A wide range of After School Clubs are on offer, and are free for those children eligible for Pupil Premium.

Music

At St Mary and St Pancras we provide a rich and high quality music curriculum to all pupils, delivered by two specialist music teachers as well as a number of peripatetic teachers. Children regularly take part in singing and instrumental performances in and outside of school. Whole class tuition in brass is provided for all Year 5 and 6 pupils. One to one tuition is also provided for those pupils who are keen to learn guitar, woodwind, singing, music theory, violin, piano and brass. These are free for all children in receipt of Pupil Premium. We believe that these opportunities greatly develop self-confidence and enable children to gain valuable skills that enhance learning across other curriculum areas. Links with the Royal Academy of Music and other notable institutions ensure our music provision is second to none.

Additional Teacher

Given the large percentage of disadvantaged pupils, the school employs an experienced teacher to lead on Pupil Premium provision. This involves liaising with all staff across the school to ensure that provision, including small group and one-to-one interventions are keenly targeted and monitored.

Easter School for Year 6

Our children who attend Easter School make good progress. Careful analysis of pupils' understanding and misconceptions enables teachers to plan targeted booster sessions to facilitate SATs revision. Easter school is instrumental each year in ensuring pupils in Year 6 sustain the good progress made.

Learning Mentor

A full time learning mentor is employed by the school and works with pupils who are in need of emotional, social or behaviour support in to improve their readiness and ability to learn. Working with the Learning Mentor enables pupils to work on developing good learning behaviours, which have a positive impact on punctuality, attendance, parental engagement and progress.

Philosophy for Children (P4C)

This year the school is embarking on a three year P4C programme. The aim of P4C is to help children become more willing and able to ask questions, construct arguments, engage in reasoned discussion and become critical thinkers. All staff will be fully trained to deliver weekly, high quality P4C sessions. Research suggests that P4C has the biggest positive impact on Key Stage 2 results among disadvantaged pupils, hence our part in the research project.