



Pupil Premium at St Mary and St Pancras 2018-2019

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) and has been at any point in the previous 6 years; £2300 for every Looked after Child (LAC); £300 for children of service personnel.

Context

St Mary and St Pancras is a one form entry Church of England school in an area of high deprivation in Camden. 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 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. A number of children and families have challenges with routines, parenting capacity, mental health and managing emotions. The challenges are varied and there is no "one size fits all". In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be achieving less well than their non-disadvantaged peers: we also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. Our aim therefore is to use the premium to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

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. We are confident that the enrichment and intervention choices we make enable all pupils to develop high aspirations and make accelerated progress. We aim that all lessons taught are at least good so that **all** pupils benefit from quality first teaching. Our curriculum projects and partnerships are carefully considered to ensure they match the needs of all our pupils and have a positive impact on both aspirations and attainment. We are in the second year of Philosophy for Children (P4C) staff training programme, having gained accreditation for the first stage last year. 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. Research suggests that P4C has the biggest positive impact on Key Stage 2 results among disadvantaged pupils, hence our part in the project.

This year we have become part of the Camden STEAM hub, which will enable us to raise the profile of Science, Technology, Engineering, Art and Maths across the school, and give pupils the opportunity to work with professionals from businesses and organisations in the STEAM industry.

Enrichment

We provide enrichment opportunities to broaden pupils' experiences, deepen understanding, raise aspirations and increase self-esteem and confidence. Enrichment activities include:

- Residential visits for Year 6
- Quantum Theatre Performances
- Workshops and visits to places of interest.

- After school clubs – a wide range of clubs are on offer including Cooking, Karate, Computing, Art and Dance and are free to children in receipt of Pupil Premium.
- Free breakfast club to target attendance and punctuality.
- We run an annual aspirations day, where children are invited to think about future careers and dress up as who they would like to be when they grow up.

Additional Teacher

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

Interventions and Boosters

We use tracking data, teacher observations and Assessment for Learning (AFL) to ensure that targeted interventions will address knowledge and skills gaps and improve participation and progress in whole class settings. We use pupil progress meetings to identify children for intervention and booster. The HT, DHT, SENDCO, CT and Pupil Premium teacher work collaboratively to decide which programme will be most effective for each pupil or group.

Interventions are monitored and evaluated each half term or at the end of the programme.

Current interventions include:

- Before and after school booster classes in Maths and Reading for Year 6
- Writing booster sessions for Years 5 and 6
- One to one, small group boosters and catch up sessions run by TAs and additional teacher from Year 1 – Year 6
- Specialist programmes including 15 minute reading and Talk boost.
- Year 6 Easter school (to facilitate revision for SATs)
- One to one digital intervention in Maths to develop problem solving strategies.

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. 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.

We provide:

- Free Brass tuition to **all** pupils in Year 5 and 6 and use of instruments to practise at home.
- Free one to one instrumental tuition for PP children (guitar, woodwind, brass, singing, music theory, violin and piano)
- Regular opportunities to take part in singing and instrumental performances

Learning Mentor

A learning mentor from Kick London is employed by the school for one day a week and works with pupils across the school 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.