

Impact of Pupil Premium 2018-19

All children's progress is tracked on a termly basis. We compare the progress of these groups against non-disadvantaged children to ensure that they are making expected and accelerated progress.

The school received £54,440 in 2018 to support these children during the financial year April 2018 – March 2019. The funding received was used to support the children as in the 2018-2019 Pupil Premium Strategy Plan.

The pupil premium children receive small group and 1:1 intervention support for reading, writing, spelling and maths from qualified teachers. Each class teacher liaises with the PP teachers to plan, assess and monitor their pupils work.

Academic Year 2018-19

KS 2 (Year 3 to Year 6)

There were 23 children who received pupil premium funding in KS2 and 16 of these receive SEN support.

The majority performed in line with their peers or made expected and sometimes more than expected progress. In some year groups they made better progress than non- pupil premium children.

Across the Key Stage:

Reading: 97% made expected progress 43% made *more than expected progress*.

Writing: 100% made expected progress 30% made *more than expected progress*.

Maths: 97% made expected progress 26% made *more than expected progress*.

Year 6 Results

Progress for Year 6 Pupil Premium children from KS1

	<u>St. Marie's</u>	<u>National</u>
Reading:	+1.62	- 0.62
Writing:	+0.36	-0.50
Maths:	-1.18	-0.7

KS 1 (Year 1 & Year 2)

There were 4 children who received PP funding in the financial year April 2018 – March 2019.

KS1 Results

All 4 children have made expected progress across the year group in Reading, Writing and Maths.

Phonics

In Year 1 100% of the PP children passed the phonics test compared with 72% of the cohort.

In addition

- All pupil premium children were able to access the full range of educational experiences offered as part of a broad and balanced curriculum.
- Extra resources were purchased for these pupils.
- The increase in confidence and self -esteem for many of these children because of 1:1 and small group work was noted by all staff and this had an impact on their learning.