

# St Joseph's Catholic Primary School



## Pupil Premium 2016-17 – end of year update July 2017

### **Background**

The Pupil Premium Grant is additional funding given to mainstream and non-mainstream schools to raise the attainment of disadvantaged pupils and diminish the difference between them and their peers. It is allocated to children from low income families who are eligible for specific financial support or families who have been eligible in the last six years (Ever Six Measure). Funding is also received for children who have been looked after by the Local Authority or adopted and children of personnel in the armed forces. The Pupil Premium Grant is paid to the school as we are best placed to assess what additional provision our pupils need. Schools are free to spend Pupil Premium as they see fit, however we will be held accountable for how we have used the additional funding to support pupils from low income families.

### **Our School**

We are an inclusive large three form Catholic primary school with 630 children and an attached nursery.

### **Financial Year 2016-17**

Our Pupil Premium Grant for the financial year 2016-17 is £56,760. This funding equates to 43 children and additional funding allocation for adopted children. This funding is used to supplement the costs of the following areas, to which other funding has been added ensuring we support the needs of all of our pupils and families, including those disadvantaged groups.

### **Review**

The progress of disadvantaged children is monitored continually by the class teacher. Individual targets for children are set up and reviewed each term. End of term assessments are completed and the class teacher feeds back during pupil progress meetings. The SENCO measures the effectiveness of interventions against expected outcomes.

## Action plan for the school year 2016-17

On analysis of children's progress 2015/16, the school have looked at where support has worked and how to extend this to meet the needs of children. Focussed support is in place to support disadvantaged children who did not achieve end of year expectations at the end of KS1 and to support KS2 children in meeting expectations. Support has been targeted to accelerate learning across all year groups. Where disadvantaged children already achieve end of year expectations the school have addressed meeting their needs in other ways.

Pupil Premium Funding	Costs	Intervention description	Intended outcomes	Summary of impact
<b>HSLW (Home School Link Worker); ELSA (Emotional Literacy Support Assistant); Pastoral Support (Teaching Assistant)</b>	£17,492	Home School Link Worker, trained Emotional Literacy Support Assistant and Teaching Assistant provide individual and small group support for vulnerable children and families across the school.	Children show they can understand and manage their emotions by improved focus on school and learning.	13 children accessed this support during the year. This included family support for 4 families. All PP children receiving this support made good progress in emotional or social development which impacted on their ability to learn in class.
<b>Booster groups</b>	£8,073	Small group booster sessions in English and Maths to close the gap for Year 6 children who are at risk of not meeting end of year expectations. Small group booster sessions in English for Year 3 children who did not meet end of year 2 expectations in writing.	To accelerate learning so children meet end of year expectations or make above expected progress.	In Y3, 75% of PP children achieved expected in maths and 50% in writing. In Y6, 78% of PP children achieved expected in maths (with 44% exceeding) and 78% in writing (with 22% exceeding).
<b>1 to 1 Teaching Assistant Support</b>	£8,708	1 to 1 targeted interventions in English or maths run across the school for children who need over learning due to specific learning difficulties. These are short sessions (about 10-20 minutes) run two to four times a week for between 6 to 12 weeks.	To boost attainment and diminish the difference so children achieved end of year expectations.	Reading: PP children in 4 year groups made greater progress than peers. Overall in KS2 PP children made greater progress. Maths: 12 PP children exceeded the expected standard. Progress of PP children is similar or greater than peers in 3 year groups.
<b>Group interventions</b>	£23,587	Targeted small groups with a teaching assistant or HLTA to develop specific skills related to the needs of the children. Intervention groups include: English; maths; working memory; fine motor; handwriting. Reception to Year 5	To accelerate learning so children meet end of year expectations or make above expected progress.	Writing: PP children have all made progress during intervention groups.

<b>EAL Teaching Assistant</b>	£3,106	1 to 1 support with understanding language structure, new vocabulary and concepts (Y4).	To accelerate learning and be able to access the curriculum with some independence.	This support enabled the pupil to be within age expected for maths and reading.
<b>Maths IT club</b>	£1,416	Maths IT after school club. Y3/4 autumn; Y6 spring; Y5 summer.	Increase speed of recall in mental maths and confidence.	PP children in KS2 made increased progress overall in maths during the term they had maths club.
<b>Enrichment funding</b>	£1,500	Funding to enable children to access the wider curriculum: paid clubs; school trips / residential; and swimming. Across the school.	Enhanced opportunities for developing curriculum knowledge as well as a social and emotional impact benefits.	This funding enabled PP children to be socially included in all activities and share experiences with peers. This included residential support.
<b>Reading books</b>	£300	KS1/ 2 reading books to support lowest readers including dyslexic readers.	Engaged and motivated readers. Accelerated progress.	Reading books purchased were used across the school. In reading PP children in KS1 scored an average of 91.71, KS2 104.85. The expected scores are between 95-114. In KS2 overall PP children made greater progress in reading than their peers.

### Outcomes for the school year 2015-16 EYFS

	% achieving good level of development		Communication and language %						Literacy %				Mathematics %			
	School (Sch)	National (NA)	Listening		Attention		Understanding speaking		Reading		Writing		Numbers		Shape, space and measures	
			Sch	NA	Sch	NA	Sch	NA	Sch	NA	Sch	NA	Sch	NA		
Free School Meal (FSM) 2 children	50	45	100	74	50	74	100	72	100	58	100	51	100	60	100	65
Non FSM	50															

- FSM children achieving Good Level of Development at the end of Reception is 50% (1 of 2 children) compared with nationally 45%

### **Outcomes for the school year 2015-16 KS1**

	<b>Cohort of PP/ Disadvantaged children</b>	<b>% of PP/ Disadvantaged children achieved EXS or GDS*</b>	<b>% of PP/ non-Disadvantaged children achieved EXS or GDS</b>	<b>Gap</b>
<b>Reading</b>	<b>4</b>	<b>50 (2 children)</b>	<b>73</b>	<b>23</b>
<b>Writing</b>		<b>50 (2 children)</b>	<b>63</b>	<b>13</b>
<b>Maths</b>		<b>50 (2 children)</b>	<b>75</b>	<b>25</b>

\*EXS = Working at the expected standard; GDS = Working at greater depth at the expected standard

#### **Pupil Premium children's attainment at the end of KS1**

- On analysis by the school, there were reasons why two children did not achieve EXS. Two disadvantaged children also have additional SEN needs. See below for support which was in place for these children.
- The gap for reading remained the same as the previous year.
- The gap for writing decreased significantly.
- Attainment of greater depth in all subjects for all EYFS development groups was close to or above national figures for other pupils.

#### **Support in place for Year 2 Disadvantaged in 2015/6**

- Additional phonics intervention groups four times weekly
- Additional writing intervention group twice weekly
- Precision Teaching daily
- Teaching Assistant support in class for English and Maths
- Snap maths intervention

#### **Phonics Screening Test 2015/6**

**Year 1:** There were no identified Disadvantaged children in Year 1. **Year 2:** One Disadvantaged child retook the Phonics Screening test and did not pass, school analysis show there are significant reasons for this. The interventions listed above were in place for this child. By the end of Y2 75% (3 of 4) children achieved the phonics test.

**Support for this group 2016/17**

The children who did not achieve the expected standards have a writing intervention group twice weekly; additional phonics / spellings; daily mental maths intervention; additional teacher focus reading comprehension; Teaching Assistant support for English and Maths twice weekly (daily for one child); one child also has handwriting intervention and pastoral support. Children who did meet end of key stage expectations receive support according to their needs such as maths IT club.

**Outcomes for the school year 2015-16 KS2**

	<b>Cohort of Disadvantaged children</b>	<b>% Disadvantaged children achieving expectation School</b>	<b>% Disadvantaged who are Non SEN achieving expectation School</b>	<b>% non Disadvantaged children achieving expectation School</b>	<b>% Disadvantaged achieved high level</b>	<b>Average Score* for Disadvantaged School</b>	<b>Average Score* for Disadvantaged National</b>
<b>Reading</b>	8 (1 child absent for reading test)	43 (3 out of 7 children)	50	83	0	100.1	103.8
<b>Maths</b>		38 (3)	43	86	25	100.4	104.1
<b>Grammar, Punctuation and Spelling</b>		75 (6)	86	92	13	102	105
<b>Writing</b>		50			0		
<b>Reading, Writing and Maths</b>		25			0		

\*A score of 100+ achieves end of key stage expectation

### **Pupil Premium children's attainment at the end of KS2**

Eight children were Pupil Premium in Year 6 for the school year 2015-16, all of which received extra support / interventions.

- In spelling FSM children were above national average for children achieving 20 in spelling mark
- In science 88% achieved end of year expectations compared with 86% nationally

### **Support in place for Year 6 Disadvantaged in 2015/6 (appropriate to child needs)**

- Additional reading and comprehension sessions
- Small group maths teacher led sessions four times weekly
- Pastoral, ELSA support and self-esteem sessions
- Additional teacher led writing sessions
- Additional teacher writing intervention weekly
- Handwriting intervention programme

### **Provision in place for current Year 6 Disadvantaged**

As a result of the impact of interventions for Year 6 2015/16, our current Year 6 children will have the following support (appropriate to need):

- Twice weekly before school writing / Maths booster group
- Maths IT after school club
- Additional comprehension sessions
- Additional reading sessions
- Pastoral; ELSA; HSLW