

St Joseph's Catholic Primary School

Pupil Premium Report 2016 -2017

PUPIL PREMIUM

Our primary aim at St Joseph's Catholic Primary School is to enable all children to access all aspects of the school's provision in order to achieve the highest standards of achievement and progress possible in relation to their individual starting points. The Pupil Premium Grant is additional funding allocated to schools by the government. It is designed to support specific groups of children who are recognised nationally as more likely than others to underachieve. These include pupils who are entitled to free school meals; those looked after by the local authority and children of armed service personnel. Starting in the 2012-2013 academic year the funding also included pupils who were eligible for FSM at any point in the last six years. This is known as the Ever 6 FSM measure.

Each school can decide for itself how best to spend the Pupil Premium but is specifically accountable for how it does so. From September 2012, this information must be published on the school website.

At St Joseph's Catholic Primary School Pupil Premium funding is used in a variety of ways. For example, it is used to support disadvantaged pupils in their learning on a one-to-one basis, or in small groups supported by intervention teachers or teaching assistants. It is also used to enhance curriculum provision to support accelerated progress for pupils and to assist them financially so that they can take part fully in school life in matters such as school trips, activities and clubs. The key principle is that it will diminish the disadvantage difference by addressing inequalities and raising the attainment and progress of those students in circumstances as outlined above. This report provides information about how the Pupil Premium funding was spent at St Joseph's Catholic Primary in the last financial year and the impact of this funding on closing the attainment and progress gap.

The allocation of the Pupil Premium Grant for St Joseph's Catholic Primary School for 2016 -2017 is as follows:

Financial Year 2016 -2017	
Number of pupils on roll	253
Total number of pupils eligible for PPG	Free School Meals Pupils: 111 Looked after Children: 2
Total amount of PPG received	£204,600
The children who are supported from Pupil Premium fall into one of the categories below: Free School Meals Children of Armed Services Personnel Looked After Children.	

Our objectives for the use of the Pupil Premium Grant are as follows:

1. To raise attainment to meet and exceed national attainment averages and accelerate rates of progress for disadvantaged pupils through focused targeted intervention.
2. To close the attainment and progress gaps for disadvantaged pupils when compared to their peers and other pupils nationally.
3. To provide and develop a curriculum that meets the learning needs of all pupils.
4. To support current Free School Meals families access a range of extra-curricular activities and school events.

How did we spend our Pupil Premium Grant 2016 – 2017?

Project/Area	Objective	Intended outcome	Cost	Year groups
Implementation of the Writing Project including staff training : Pie Corbett and John Stannard:– 2 year programme of training to develop oracy for all pupils to support improved writing.	To improve attainment for all pupils in Writing across EYFS, KS1 and KS2, with focus on accelerating progress of disadvantaged pupils To support disadvantaged pupils in developing oral literacy	Barriers to learning are overcome enabling pupils, particularly disadvantaged pupils, to make accelerated progress in Writing leading to improved attainment at the end of the year.	£7,000	All year groups
Training provided for school by Maths consultant Tara Loughran in development of the mastery curriculum in Maths. Purchase of new maths resources to support the Maths Mastery curriculum:	To improve attainment in Maths across EYFS, KS1 and KS2, with focus on accelerating progress of disadvantaged pupils. To develop problem-solving and reasoning skills in the Maths curriculum	Barriers to learning are overcome. Pupils, particularly disadvantaged pupil, make accelerated progress in Maths leading to improved attainment and diminishment of the difference in attainment for disadvantaged pupils.	£4,550	All year groups
To part fund an experienced teacher to deliver small group and 1-1 interventions in Reading, Writing and Maths for pupils working below expectations or their individual targets. lessons.	To improve attainment and progress for disadvantaged pupils in Reading, Writing and Maths at the end of KS1, including more able disadvantaged pupils. To support attainment in phonics in Y1, Y2, Y3.	Barriers to learning are overcome. Pupils in KS1 make accelerated progress in Reading, Writing and Maths so that their attainment is more in line with expectations for their age.	£25,000	Year 1 Year 2, Year 3
To part fund an additional teacher in KS2 This will enable experienced teaching staff to work directly with pupils in 'Rapid Groups' which are planned to accelerate progress.	To provide additional intervention and challenge for disadvantaged pupils, including more able pupils in small groups in English and Maths in order to accelerate pupil progress.	The provision of extra support outside daily English and Maths lessons will support raised attainment and progress for disadvantaged and under-achieving pupils in Reading, Writing and Maths.	£22,000	Year 6
Pupil Premium funding will be used to partly fund our school SENCO to deliver the Reading Recovery Programme for pupils	To develop reading confidence and enhance progress in Reading and writing for disadvantaged pupils.	Barriers to learning are overcome leading to accelerated progress for disadvantaged pupils who are significantly behind in Reading in	£8,500	Year 1 Year 2

in Year 1 and Year 2 who are significantly behind in their reading.		Year 1 and Y2		
To part fund the delivery of targeted intervention programmes in Reading, Writing and Maths for pupils in receipt of pupil premium in Foundation Stage, KS1 and KS2	To provide Teacher Assistant intervention support in small groups and 1-1 for identified PP pupils working below their targets in English and Maths. (Includes FFT and First Class for Number Interventions)	Barriers to learning are overcome. Pupils make accelerated progress to achieve their individual learning targets in English and Maths.	£108,830	Foundation 2 Years 1 to 6
To part fund Teaching Assistant support for the school Nurture Group	Providing additional Nurture support for pupils with a range of needs – social, emotional, behavioural. Working alongside families.	Barriers to learning are overcome enabling pupils to more effectively access learning. Promotes pupil self-esteem, confidence and well-being.	£25,000	Years 1 to 6
To purchase resources to support early language development and numeracy support in the Early Years Foundation Stage.	To enhance the provision for the teaching of early literacy skills for pupil premium pupils including Welcomm intervention programme for early language development and ELIP resources for EAL pupils. To support independent Maths learning within continuous provision, including the use of IPAD apps and Numeracy whiteboard resources.	Early language skills are supported enabling pupils to fully access all areas of the English curriculum. Pupils develop confidence and independence in applying maths skills through the use of ICT.	£575	Early Years Foundation Stage
To provide extra-curricular activities to pupils who would benefit socially and emotionally from participating in these clubs, and would otherwise find it difficult to access these activities.	Ensure all children enjoy all and are able to participate in all aspects of school life and experience learning outside of the classroom.	Increase self-confidence and promote greater confidence and improved collaborative skills.	£2545	Foundation 1 to Year 6
To run the Family Matters Programme for parents and their children across EYFS, and Key Stage 1 and Key Stage 2.	To provide regular sessions for parents to enable them to find out more about how their child learns and to support them in working alongside their child.	Improved confidence from parents in supporting their child's learning, ensuring parents have a greater understanding of schools' practices and how to help their child both academically and emotionally.	£600	Foundation Stage KS1
Total spend			£204,600	

What has been the impact of Pupil Premium Spending?

End of KS1 Attainment 2016 – 2017

The table below compares the end of KS1 attainment of Pupil Premium pupils in the school compared with non- Pupil Premium Pupils in the school.

Number of Pupil Premium pupils - 18

Number of Non-Pupil Premium Pupils - 20

	Pupil Premium Pupils	Non-Pupil Premium Pupils	Difference	Local Authority Gap	National Gap
Reading - Expected standard	61%	70%	-9%	-20%	Not yet available
Reading - Greater depth	11%	30%	19%	-12%	Not yet available
Writing – Expected standard	56%	70%	-14%	-20%	Not yet available
Writing - Greater depth	11%	10%	+1%	-10%	Not yet available
Maths – Expected standard	78%	60%	+18%	-18%	Not yet available
Maths - Greater depth	11%	20%	-9%	-12%	Not yet available
Reading, Writing Maths combined – Expected standard	50%	60%	-10%	-21%	Not yet available
Reading, Writing, Maths combined – Greater depth	11%	10%	+1%	-7%	Not yet available

St Joseph's Catholic Primary School's end of Year 2 data for 2017 is very positive showing very good progress from the children's starting point on entry in Foundation 2. Attainment for Pupil premium pupils at the expected standard at the end of KS1 is above the Local Authority average in all subjects. Gaps in attainment have closed in Maths at the expected standard, with PP pupils out-performing non-PP pupils at greater depth in Writing and in Reading, Writing and Maths combined. This is a very good achievement and is the result of good teaching and learning, including the very focused and targeted provision for Pupil Premium pupils linked to PPG funding.

End of KS2 Attainment 2016 – 2017

The table below compares the end of KS2 attainment of Pupil Premium pupils in the school compared with non- Pupil Premium Pupils.

Number of Pupil Premium pupils - 22

Number of Non-Pupil Premium Pupils - 8

	Pupil Premium Pupils	Non-Pupil Premium Pupils	Difference	Local Authority Difference	National Difference
Reading - Expected standard	36%	38%	-2%	-20%	-18%
Reading –Higher standard	5%	25%	-20%	-16%	-15%
Writing – Expected standard	45%	50%	--5%	-20%	-16%
Writing - Greater depth	5%	0	+5%	-12%	-11%
Maths – Expected standard	36%	50%	-14%	-20%	-17%
Maths – Higher standard	0	0	0	-17%	-14%
Reading, Writing Maths combined – Expected standard	23%	33%	-15%	-24%	-20%
Reading, Writing Maths combined – Higher standard	0	0	0	-8%	-7%

Progress from end KS1 to end of KS2 – 2017

	Pupil Premium Pupils	Non-Pupil Premium Pupils	Difference
Reading	-1.7	-2.3	+ 0.6
Writing	-0.8	- 2.9	+2.1
Maths	-1.5	-2.4	+0.9

Pupil premium pupils made greater progress from the end of KS1 to end of KS2 in all subjects when compared with non-pupil premium pupils. This highlights the impact of intervention support on accelerating progress for disadvantaged pupils.

At the end of KS2 although attainment of disadvantaged pupils at the expected standard and at greater depth is below national and local averages, gaps in attainment between disadvantaged pupils and non-disadvantaged pupils are smaller than national and local authority gaps in all subjects.

We will continue to use the Pupil Premium Funding to close learning gaps between Pupil Premium and Non-Pupil Premium Pupils.

Foundation Stage 2 Outcomes - 2016 -2017

The table below shows the percentage of Pupil premium pupils achieving a Good Level of Development at the end of the Foundation Stage compared with non-Pupil Premium Pupils.

	Pupil Premium Pupil	Non-Pupil Premium Pupils	School Difference	Local Authority Difference	National Difference
Pupils achieving a Good Level of Development. (GLD)	58%	75%	-17%%	-22%	Not yet available

St Joseph's Catholic Primary School's end of Foundation Stage 2 data for 2017 is positive showing very good progress from the children's starting point on entry with the percentage of Pupil Premium pupils achieving a Good Level of Development (GLD) being higher than the local authority average. This represents outstanding achievement when it takes into account the fact that the large majority of pupils entered the Reception class at below average expectation..

Phonics Screening: Year 1 - 2017

The table bellows shows the percentage of pupils achieving the expected standard for Phonics at the end of Year 1 in 2017

	Pupil Premium Pupils	Non-Pupil Premium Pupils	Difference	Local Authority Difference	National Difference
Pupils in Year 1 achieving the statutory expectation at the end of Year 1.	71%	81%	10%	-16%	Not yet available

At St Joseph's Catholic Primary the percentage of disadvantaged pupils achieving the expected standard for phonics is above the local authority average.

The following chart compares the progress of Pupil Premium and non-Pupil Premium pupils across year groups 1-6

Year Group	Num ber PP	Numb er Non- PP	Reading			Writing			Maths		
			PP Average progress	Non PP Average progress	Gap	PP Average progress	Non PP Average progress	Gap	PP Average progress	Non PP Average progress	Gap
Year 1 35 pupils	22	13	4.3	5.2	-0.9	4.5	5.1	-0.6	4.4	5.3	-0.9
Year 2 29 pupils	10	19	6.6	6.5	+0.1	7.3	7.0	+0.3	6.0	5.3	+0.7
Year 3 32 pupils	12	20	3.8	5.3	-1.5	3.8	4.8	-1.0	4.3	5.0	-1.7
Year 4 31 pupils	17	14	6.8	7.0	-0.2	6.0	6.6	-0.6	5.3	5.2	+0.1
Year 5 29 pupils	14	15	6.5	4.6	+1.9	4.9	5.4	-0.5	5.3	5.9	-0.6
Year 6 29 pupils	14	15	5.4	4.3	-1.1	9.3	8.3	+1.0	12.4	7.4	+5.0

Intervention programmes for Pupil Premium pupils have been particularly effective in supporting good levels of progress across many year groups. Gaps have diminished across many subjects and have closed in all subjects in Year 2, in Maths and Writing in Year 6 and in Maths in Year 4. This evidences good achievement and is a result of the very focused and targeted provision for Pupil Premium Pupils at St Joseph's Catholic Primary School.