

**ROTHWELL ST MARY'S CATHOLIC PRIMARY SCHOOL
PUPIL PREMIUM REPORT 2015/2016**

Context

St. Mary's RC Primary is a one form entry school, without a nursery, serving many families within the locality. It is smaller than the national average with 211 pupils. Pupil's eligible for Free School Meals (FSM) is well below national average 7.6% (national 25.2%).

The governing body is stable and full, and governors play an active role in the school. The governing body is challenging and governors play an increasingly active role in challenging and supporting the school, including challenging on the impact of pupil premium expenditure and impact. There is a specific focus on this aspect of school life led by our pupil support team of governors.

We have high aspirations for all our children and we believe no child should be left behind. We are determined to ensure all our children are given every opportunity to realise their maximum potential, ensuring the highest expectations for all.

Pupil Premium Grant

Each year the government sets aside an amount of money for Pupil Premium pupils. The per pupil allocation for 2015/2016 was as follows:

- Primary pupils recorded as ever 6 FSM (Free School Meals): £1,300
- LAC: £1,900 Children adopted from care, and children who have left care under a special guardianship or residence order:

Number of pupils and pupil premium grant (PPG) received 2015/16

In 2015/16 St Mary's had 7.4% of pupils eligible for Pupil Premium Funding. The total allocation was £26,100.

2% of pupils were eligible for LAC funding

7% of pupils were eligible for FSM funding

1% of pupils received Service Personnel funding

Number of Primary pupils eligible for the Deprivation Pupil Premium (1)	15
Number of Secondary pupils eligible for the Deprivation Pupil Premium (1)	0

Total Deprivation Pupil Premium	£19,500
Number of pupils eligible for the Service child Pupil Premium (2)	2
Service child Pupil Premium Allocation	£600
Number of pupils eligible for the Post-LAC Pupil Premium (3)	4
Post LAC Pupil Premium Allocation	£7,600
Total Provisional Pupil Premium Allocation	£27,700

- (1) Includes pupils who are FSM Ever 6 and not adopted or Children Looked After
(2) Any child recorded as Service Child Ever4
(3) Any child recorded as adopted from care (and Residence Order / Special Guardianship Order).

Record of Pupil Premium Grant spending by item/project 2015/16



<u>Year group</u>	<u>Item/project</u>	<u>Cost</u>	<u>Objective</u>	<u>Outcome/Impact</u>
Whole school	Themed weeks contribution	£3000	To provide free/subsidised experiences for disadvantaged pupils during themed weeks.	No child left out due to financial barriers.
KS2	Wave 2 targeted support for maths and English in Year 6	£5,000 contribution to the staffing costs assistant headteacher 2 mornings per week/	Wave 2 support for PP pupils in reading, writing and maths to raise progress and attainment levels	7 PP children in Year 6 In reading 6/7 pupils achieved the expected standard In writing 6/7 achieved the expected standard In maths 6/7 achieved the expected standard and 3 were working at greater depth
	Lead Assistant Head and outstanding teachers/ middle leaders	£1000 contribution to additional TA to improve targeted feedback to PP learners	All outstanding teachers provided modelled lessons for writing across whole school through coaching model to share outstanding practice. Provide targeted CPD Provide targeted support/intervention across KS2 to address any potential underachievement, conducting challenging pupil progress meetings. Ensuring effectiveness of support staff and quality marking and feedback. Additional lead outstanding teacher (AHT) based in KS2/Y6 for 2 mornings per week for the whole year to boost attainment and progress in English and to allow class teacher to boost mathematics with smaller groups.	The 1 child who did not achieve the expected standard joined the school in January 2016 after being out of school for 6 months. This child achieved during her time and made good progress.
	Booster (2 outstanding teachers in Year 5 and 6)	Included in staffing costs above	Programme of revision for SATs for disadvantaged children	7 PP children in Year 6 In reading 6/7 pupils achieved the expected standard In writing 6/7 achieved the expected

	Purchase of mathletics, spellodrom and reading eggs to improve KS2 reading, spelling and maths skills	£1000	To improve maths skills of disadvantaged children impacting upon raised progress and attainment levels.	standard In maths 6/7 achieved the expected standard and 3 were working at greater depth
	Running after school mathletics and Reading Eggs clubs (Spring/Summer term)	£500 (staffing costs for GC)	To increase maths performance of KS2 disadvantaged pupils	The 1 child who did not achieve the expected standard joined the school in January 2016 after being out of school for 6 months. This child achieved during her time and made good progress.
Year 6	Support for pupils to engage in a residential experience	Cost £200	To increase opportunities and build self esteem	1 child thoroughly enjoyed the experience and it allowed her to build relationships prior to transition to high school. This pupil had never been on holiday or been away from home.
FS/Y1/2	Booster (additional wave 2 support by outstanding SENCO for maths)	Contribution of £1000 towards staffing costs of teacher from PPG funding	Programme of intervention for disadvantaged children to raise % working at age-related expected levels	Year 2 results 4 disadvantaged (PP) Reading 2/4 achieved the expected standard. Writing- 1/4 child met the expected standard Maths- 1/4 FSM children achieved the expected standard.
	Staffing for PP children by Learning Mentor	£4000	Additional TA to support disadvantaged children across school to raise progress levels To improve maths skills of disadvantaged children impacting upon raised progress and attainment levels.	All PP children received weekly nurture sessions and all made good progress against Boxall Profiling data results.
Year 2	Staffing and support for behaviour for LAC pupil	£4,900	One to one support, art therapeutic services, counselling, learning mentor nurture time	This pupil did not achieve the expected standard but has improved in her behaviour due to intensive support from internal and external agencies.
Whole school	Counselling through Catholic Care	£6,600 (contribution of £1000 from PPG funding towards this service).	Emotional and behavioural support for vulnerable disadvantaged children	4 PP children and families received 1 to 1 counselling and this has had a huge impact upon their mental health and reduced barriers to learning.

Total PPG received	£27,700
Total PPG expenditure	£27,700
PPG remaining	0

Pupil Premium

Other supporting evidence of impact

Other developments/Initiatives to boost disadvantaged pupil performance in school

- Outstanding behaviour achieved through revision of whole school approach, as well as the re-introduction and development of the use of the Catholic Care Counselling and Learning Mentor provision across school reducing barriers to learning for vulnerable pupils, increasing performance back in the classroom. SIA reports and all external visitors report outstanding behaviour by all learners in all classes.
- Increased uptake of extended school provision for after school, including for PP children.
- Increased sports provision in school time through use of Sports Premium for all children including PPG children. Disadvantaged children access free after school provision if required.

Implications for Pupil premium spending in 2016-17

We have identified some key principles (outline below) which we believe will maximise the impact of our disadvantaged pupil spending again this academic year.

Key Principles:

Building belief – We will provide a culture where:

- Staff believe in ALL children
- There are no excuses for underperformance
- Staff adopt a solution focussed approach to overcoming barriers
- Staff support children to develop positive mindsets towards learning.

Analysing data – We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of the strengths and areas for development across the school.
- We will use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective.

Identification of Pupils – We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils.
- All staff are aware of who disadvantaged children are
- All disadvantaged children benefit from the funding, not just those who are underperforming
- We will develop a new advanced spreadsheet for analysis of disadvantaged and non-disadvantaged performance from Reception to Year 6 including analysis of children working below, at and exceeding expected levels in line with new assessment procedures.



Improving day to day teaching – We will continue to ensure that:

- All children across school receive at least good teaching, with an increasing percentage outstanding by using coaching to share the best features of teaching from within school and between schools.
- Ensure consistent implementation of non-negotiables eg all following whole school practices such as guided reading, times tables etc.

Increasing learning time – We will maximise the time children have to close the gap by:

- Continuing to improve attendance especially for disadvantaged children
- Providing earlier intervention (in EYFS through Friends Room)
- Extended learning out of school hours eg early morning/ evening SATs revision classes for Year 6 in Summer term pre-SATs, after school booster classes starting in Autumn 2016 for reading and mathematics.
- Increase the time Year 6 are split for English and Maths to 4 mornings per week. Major focus on developing writing skills.
- New teacher in Year 5 with outstanding qualities to develop writing.
- Increase intervention time with a 3 day teacher. Interventions for KS2 as well as a dedicated ½ day for PPG pupils.

Individualising support – We will ensure that the additional support we provide is specific to the needs of the family/child by:

- Providing support to families to support their own children's learning within the curriculum eg curriculum evening, drop and stay mornings to see phonics and guided reading
- Providing support to families in times of crisis (through additional learning mentor support/family support workers).

Funding priorities



This year our aim is to continue to increase the % outstanding teaching across school by continuing a coaching model of support using outstanding teachers and our non-class based part-time teacher and head teacher sharing the outstanding practice within school and between outstanding schools in the partnership in order to improve quality first teaching for all pupils, in order to close the gap.

We will continue to look for and develop innovative ways to promote disadvantaged pupil performance and close the gap.

We aim to increase knowledge of assessment data for disadvantaged children by holding half termly TA briefings and sharing data at all levels to ensure accountability and progress for all. We will improve our assessment analysis format by using an advanced spreadsheet for PP/Non-PP comparison in all classes on a half termly basis including flagging up children who may need additional intervention help.

We also aim to continue this increased learning mentor capacity to support families and PP children with additional needs, in order to remove barriers to learning and provide

support earlier in the school (in EYFS).

In-school data for Pupil premium performance 2015-16

Age Related Expectation Summary

Year 1

Subject	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	0 (0%)	0 (0%)	2 (100%)	2 (100%)
Writing	0 (0%)	0 (0%)	2 (100%)	2 (100%)
Mathematics	0 (0%)	0 (0%)	2 (100%)	2 (100%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
	0 (0%)	2 (100%)		2 (100%)

Year 2

Subject	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	2 (40.0%)	0 (0%)	3 (60.0%)	3 (60.0%)
Writing	3 (60.0%)	1 (20.0%)	2 (40.0%)	1 (20.0%)
Mathematics	3 (60.0%)	1 (20.0%)	2 (40.0%)	1 (20.0%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
	3 (60.0%)	2 (40.0%)		1 (20.0%)

Year 3

Subject	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	1 (50.0%)	1 (50.0%)	1 (50.0%)	0 (0%)
Writing	0 (0%)	2 (100%)	2 (100%)	0 (0%)
Mathematics	0 (0%)	2 (100%)	2 (100%)	0 (0%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
	1 (50.0%)	1 (50.0%)		0 (0%)

Year 4

Subject	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	1 (50.0%)	1 (50.0%)	1 (50.0%)	0 (0%)
Writing	1 (50.0%)	1 (50.0%)	1 (50.0%)	0 (0%)
Mathematics	1 (50.0%)	1 (50.0%)	1 (50.0%)	0 (0%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
	1 (50.0%)	1 (50.0%)		0 (0%)

The one child working below expectations arrived in school after census so will not be included in our PPG for 15/16.

Year 5

Subject	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	2 (66.7%)	0 (0%)	1 (33.3%)	1 (33.3%)
Writing	2 (66.7%)	0 (0%)	1 (33.3%)	1 (33.3%)
Mathematics	2 (66.7%)	0 (0%)	1 (33.3%)	1 (33.3%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
	2 (66.7%)	1 (33.3%)		1 (33.3%)

Year 6

Subject	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	1 (16.7%)	3 (50.0%)	5 (83.3%)	2 (33.3%)
Writing	1 (16.7%)	4 (66.7%)	5 (83.3%)	1 (16.7%)
Mathematics	2 (33.3%)	1 (16.7%)	4 (66.7%)	3 (50.0%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
	2 (33.3%)	4 (66.7%)		1 (16.7%)

This report was completed by the SLT of Rothwell St Mary's Catholic Primary School
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