



## ROTHWELL ST MARY'S CATHOLIC PRIMARY SCHOOL PUPIL PREMIUM REPORT 2016/2017

### 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 7.1% (national 25.2%). The percentage of SEN is increasing within school with 23 pupils (11%) registered and 2 pupils with EHCP's. The school has more males than female pupils (93 Female and 118 male). The percentage of EAL pupils is also increasing with 19 pupils registered as having English as an additional language (9%).

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.



Each year the government sets aside an amount of money for Pupil Premium pupils.



The per pupil allocation for 2016/2017 was as follows:

- Primary pupils recorded as ever 6 FSM (Free School Meals): £1,320
- 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 2016/17

In 2016/17 St Mary's had 7.1% of pupils eligible for Pupil Premium Funding. The total allocation was £28,000.

4 pupils were eligible for LAC funding (4x£1900=£7600)

15 pupils were eligible for FSM funding (15x £1320= £19,800)

2 pupils received Service Personnel funding (2x £300=£600)

Number of Primary pupils eligible for the Deprivation Pupil Premium (1)	15
Number of Secondary pupils eligible for the Deprivation Pupil Premium (1)	0
<b>Total Deprivation Pupil Premium</b>	<b>£19,800</b>
Number of pupils eligible for the Service child Pupil Premium (2)	2
<b>Service child Pupil Premium Allocation</b>	<b>£600</b>
Number of pupils eligible for the Post-LAC Pupil Premium (3)	4
<b>Post LAC Pupil Premium Allocation</b>	<b>£7,600</b>
<b>Total Provisional Pupil Premium Allocation</b>	<b>£28,000</b>

(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 2016/17



<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.
Whole School	Additional teacher to support disadvantaged	£2,000 contribution for 1 afternoon per week for 2 hours to	To raise attainment of KS2 disadvantaged pupils	3 pupils in Year 6 were disadvantaged, 2 males and 1 female. The female pupil was a low prior attainer in KS1 and did not

	pupils in reading at KS2	support reading of disadvantaged pupils	in reading.	make the expected standard at Year 6 but made positive progress in 2 out of 4 areas (writing and GPS). Both male pupils achieved the expected standard in reading, writing and mathematics.																												
KS2	Assistant Head Teacher as additional teacher to target disadvantaged pupils in English and Maths x 4 mornings	£15,000 contribution to the staffing costs assistant headteacher 4 mornings per week/	Wave 2 support for PP pupils in reading, writing and maths to raise progress and attainment levels	<p>Attainment: Average Scaled Score (Re, Ma)</p>																												
KS2	<p>Booster (2 outstanding teachers in Year 5 and 6)</p> <p>Purchase of mathletics, spellodrome and reading eggs to improve KS2 reading, spelling and maths skills</p> <p>Running after school mathletics and Reading Eggs, spelling and writing clubs during and after school (Spring/Summer term)</p>	<p>Included in staffing costs above</p> <p>£1000</p> <p>£500 (staffing costs for Assistant Head Teacher)</p>	<p>Programme of revision for SATs for disadvantaged children</p> <p>To improve maths skills of disadvantaged children impacting upon raised progress and attainment levels.</p> <p>To increase outcomes in reading, writing and mathematics for disadvantaged pupils</p>	<p>Progress of all 3 pupils was above national as detailed below.</p> <p>Progress: Average Scaled Score (Re, Ma)</p> <p>Progress measures per pupil</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>GPS</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>-1.0</td> <td>+2.6</td> <td>-6.9</td> <td>+1.1</td> </tr> <tr> <td>Male 1</td> <td>+3.1</td> <td>+1.0</td> <td>+8.8</td> <td>+10.4</td> </tr> <tr> <td>Male 2</td> <td>+8.9</td> <td>+0.6</td> <td>-0.6</td> <td>+9.0</td> </tr> </tbody> </table> <p>Both male disadvantaged pupils achieved greater depth in GPS and one achieved greater depth in maths.</p>		R	W	M	GPS	Female	-1.0	+2.6	-6.9	+1.1	Male 1	+3.1	+1.0	+8.8	+10.4	Male 2	+8.9	+0.6	-0.6	+9.0								
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Year 6	Support for pupils to engage in a residential experience	Cost £280	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.																												
Whole School	Nurture provision for disadvantaged pupils with the Learning Mentor	£4000	To improve self-esteem and reduce barriers to learning for disadvantaged pupils across school.	<p>All pupils have improved self-esteem and are showing positive attitudes to learning. Exit assessments show increased scores in emotional development.</p> <p>Pupil Progress from internal tracking indicates that the average progress of disadvantaged pupils across school is above 6 points except in writing in Year 2 where it is 4 points progress.</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>7.0</td> <td>6.0</td> <td>6.0</td> </tr> <tr> <td>Y2</td> <td>5.0</td> <td>4.0</td> <td>6.0</td> </tr> <tr> <td>Y3</td> <td>6.4</td> <td>5.4</td> <td>6.0</td> </tr> <tr> <td>Y4</td> <td>6.5</td> <td>7.5</td> <td>6.0</td> </tr> <tr> <td>Y5</td> <td>7.0</td> <td>6.5</td> <td>7.0</td> </tr> <tr> <td>Y6</td> <td>7.0</td> <td>6.0</td> <td>6.0</td> </tr> </tbody> </table>		R	W	M	Y1	7.0	6.0	6.0	Y2	5.0	4.0	6.0	Y3	6.4	5.4	6.0	Y4	6.5	7.5	6.0	Y5	7.0	6.5	7.0	Y6	7.0	6.0	6.0
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Year 3	Staffing and support for behaviour for LAC pupil	£1,000	One to one support, art therapeutic services, counselling, learning mentor nurture time	This pupil made huge improvements in her ability to engage in the whole class situation. Although working below expected standards, she made good progress in her time with us. A move to a specialist provision took place in June 2017.																												

Whole school	Counselling through Catholic Care	£6,600 (contribution of £2000 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. The children were from Y 3 – 6. Progress is detailed above.
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Total PPG received	£28,000
Total PPG expenditure	£28,780
PPG remaining	0



### 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 2017-18

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 fully aware of the starting points of each of our disadvantaged pupils and that their progress is fully mapped and analysed across school, making any necessary adjustments each week/ half term/ term.
- 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, mental arithmetic, etc.

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

- Continuing to improve attendance especially for disadvantaged children (2016/17 average attendance was 96.2%) to be in line with or above the school target of 97%.
- Providing earlier intervention (in EYFS through Friends Room/ Catholic Care)
- Extended learning out of school hours eg early morning/ evening SATs revision classes for Year 6 in the Autumn term
- Increase the time Year 6 are split for English and Maths to 5 mornings per week. Major focus on developing writing skills.
- Increase parental involvement for all pupils across school through curriculum evenings and parent/ pupil classes
- Increase intervention time with a 4-morning model with the Deputy Head Teacher (SENCO). 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 e.g. 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**

In 2017/2018 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).

**This report was completed by the SLT of Rothwell St Mary's Catholic Primary School  
October 2017.**