



**“Grow together  
in Christ”**

# Pupil Premium Expenditure Grant Report 2017/18

Completed by:	Miss S Leonard (Headteacher)
Date:	26/10/17
Evaluation/ Impact	November 2018

# St Mary's Catholic Primary School

## Pupil Premium Grant Report 2017/18



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in Christ"

Context of the school – 2017/18

St. Mary's RC Primary is a one form entry school, without a nursery, which continues to be oversubscribed (78 applications for 30 places). It is smaller than the national average with 211 pupils. Intake is increasingly stable. The school has a slightly bigger proportion of boys than girls (118/93). Pupil's eligible for Free School Meals (FSM) continues to remain below national average. The proportion of pupils with English as a second language (EAL) in school is rising but is still below national. The number of pupils with Special Educational Needs (SEN) has also risen (23/211) 11%. School currently has 10% of its population eligible for pupil premium.

The context of each class can be significantly different, for example gender differences and distinct differences in different cohorts between % EAL. This has implications for provision across school between different classes, and staffing is informed by these contexts. Current intakes into Reception indicate an increase in EAL and not British White pupils.

Year Group	No. of Pupils	Boys / Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational Needs	SEN Support	Statement	Education, Health and Care Plan	No. of Looked after Children
Rec	30	16 (53.3%) / 14 (46.7%)	3 (10.0%)	2 (6.7%)	9 (30.0%)	7 (23.3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Y1	30	19 (63.3%) / 11 (36.7%)	3 (10.0%)	2 (6.7%)	3 (10.0%)	3 (10.0%)	7 (23.3%)	7 (23.3%)	0 (0%)	0 (0%)	1 (3.3%)
Y2	30	18 (60.0%) / 12 (40.0%)	4 (13.3%)	3 (10.0%)	7 (23.3%)	3 (10.0%)	5 (16.7%)	5 (16.7%)	0 (0%)	0 (0%)	1 (3.3%)
Y3	30	16 (53.3%) / 14 (46.7%)	2 (6.7%)	0 (0%)	4 (13.3%)	3 (10.0%)	4 (13.3%)	4 (13.3%)	0 (0%)	0 (0%)	0 (0%)
Y4	29	15 (51.7%) / 14 (48.3%)	5 (17.2%)	3 (10.3%)	4 (13.8%)	1 (3.4%)	2 (6.9%)	2 (6.9%)	0 (0%)	0 (0%)	1 (3.4%)
Y5	30	15 (50.0%) / 15 (50.0%)	2 (6.7%)	1 (3.3%)	5 (16.7%)	3 (10.0%)	2 (6.7%)	1 (3.3%)	0 (0%)	1 (3.3%)	1 (3.3%)
Y6	32	17 (53.1%) / 15 (46.9%)	3 (9.4%)	1 (3.1%)	4 (12.5%)	3 (9.4%)	2 (6.3%)	2 (6.3%)	0 (0%)	0 (0%)	0 (0%)
All	211	116 (55.0%) / 95 (45.0%)	22 (10.4%)	12 (5.7%)	36 (17.1%)	23 (10.9%)	22 (10.4%)	21 (10.0%)	0 (0%)	1 (0.5%)	4 (1.9%)

Staffing is extremely stable and highly skilled, with no differences in leadership and the addition of one NQT to strength our teaching staff this year. Attendance has improved significantly and is now well above the Leeds and National average standing at 97.5% for 2017 (significantly higher than local and national figures).

The quality of teaching and learning at St Mary's is high, with observations over this year rating quality of teaching and learning as often outstanding with none less than good. Staffing has remained stable over the past couple of years. The governing body is stable and full with a key governor identified to lead on pupil premium (Clair Skinner). Governors play an increasingly active role in challenging and supporting the school on its use of the Pupil Premium funding and the impact of the actions. This challenge is clearly evident across full governing body meetings, and at the sub-committee meetings for pupil support and teaching and learning. The school has a pupil premium champion, Mrs Hartley, who works under the skilled leadership team who together are instrumental in ensuring all pupil premium children receive the best provision in order to diminish the difference and improve outcomes for attainment, progress and experiential learning.

We have high aspirations for all our children and we believe no child should be left behind, and disadvantaged performance is integral to this. We prioritise disadvantaged pupils and ensure that funding is spent to support this. We are determined to ensure all our children are given every opportunity to realise their maximum potential, ensuring the highest expectations for all. At St Mary's pupil premium funding is highly valued and we are committed to ensuring it is spent to maximum effect.



## Pupil Premium Grant

### Objectives of Pupil Premium spending

Our key objective in using the pupil premium grant is to narrow the gap between pupil groups. As a school we have a successful track record of ensuring all pupils progress, aiming for consistently high levels of FSM/PP attainment, aiming for above national rates of attainment. Through targeted interventions we are working to eliminate barriers to learning and progress. Many children start our school with low attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age-related expectations and beyond as they move through school.

The Sutton Trust Report (2011) summarises research evidence on improving learning and we have used this to provide effective training and make more informed choices about which interventions will be most effective. Our plan is to provide effective feedback through reduced numbers in groupings, in order to maximise impact and increase progress. We will be setting up maths interventions this year which predominantly focus on improving feedback, increasing parental engagement and raising academic levels.

### Number of pupils and pupil premium grant (PPG) received 2017/18

Number of Primary pupils eligible for the Deprivation Pupil Premium (1)	21
<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).

# PUPIL PREMIUM



## Our identified priorities for the Pupil Premium for 2017/18 at St Mary's are:

- ❖ To continue to increase the % and raise performance of all disadvantaged learners, especially in writing and reading to bring in line with mathematicians in UKS2.
- ❖ To target prior middle attaining FSM pupils (particularly in KS2) through maths and English teaching in Year 6, reducing ratio of pupil to teacher to enable improved feedback at the point of teaching.
- ❖ To target KS1 PP children to ensure progress rates are at least in line with expected using prior attainment measures
- ❖ To increase intervention provision in KS2 (especially in Y3) to ensure that rapid progress is made for PP pupils in reading, writing and mathematics
- ❖ To target male PP children for attainment at end of KS2 for reading, writing and maths
- ❖ To increase Catholic Care provision to increase outcomes for PP pupils
- ❖ To increase parental engagement in learning through parent/ pupil after school club sessions/ curriculum evenings/ phonic sessions for EYFS parents in order to improve outcomes in phonics and reading at KS1.



**Record of Intended Pupil Premium Grant spending by item/project 2017/18**

Year group	Item/project	Cost	Objective	Outcome/Impact																																																
Whole School	SLT to work with teachers to refine assessment procedures so that all staff are using prior attainment of disadvantaged pupils to set and achieve at least expected outcomes as a minimum (see Performance management for staff)	1 day SLT £350  Staff meeting	All staff know prior attainment band for all pp children and ensure progress to at least this target.	<p>Increased knowledge of disadvantaged prior attainment and focused teaching and assessment taking place across school, including more focused accountability at Pupil Progress meetings. Progress as measured through teacher assessment across school is in line or above in all year groups. See table below</p> <table border="1"> <thead> <tr> <th></th> <th>DP</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Rec</td> <td>4</td> <td>6.5</td> <td>6.5</td> <td>6.5</td> </tr> <tr> <td>Y1</td> <td>4</td> <td>5.5</td> <td>5.3</td> <td>5.3</td> </tr> <tr> <td>Y2</td> <td>4</td> <td>5.0</td> <td>6.0</td> <td>6.0</td> </tr> <tr> <td>Y3</td> <td>2</td> <td>5.0</td> <td>6.0</td> <td>5.0</td> </tr> <tr> <td>Y4</td> <td>4</td> <td>5.5</td> <td>6.5</td> <td>6.3</td> </tr> <tr> <td>Y5</td> <td>2</td> <td>6.0</td> <td>5.5</td> <td>6.0</td> </tr> <tr> <td>Y6</td> <td>3</td> <td>6.0</td> <td>6.5</td> <td>6.5</td> </tr> </tbody> </table>		DP	R	W	M	Rec	4	6.5	6.5	6.5	Y1	4	5.5	5.3	5.3	Y2	4	5.0	6.0	6.0	Y3	2	5.0	6.0	5.0	Y4	4	5.5	6.5	6.3	Y5	2	6.0	5.5	6.0	Y6	3	6.0	6.5	6.5								
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Year 6	Year 6- additional teacher allocated (September 2017 to June 2018 5 mornings per week)	£21,000 contribution to the staffing costs assistant headteacher to boost disadvantaged. perf. throughout UKS2/school.	Raise attainment and progress of pupil premium learners/ middle attaining learners in English and Maths and males in writing.	<p>DP progress in upper KS2 is in line with expectations. Disadvantaged pupils' outcomes in Key Stage 2 SATs were lower than expected. One pupil met the expected standards for KS2, but the other pupil did not. Both these pupils entered school in KS2. One of which was Fair Access and was educated at a Pupil Referral unit. Progress for both pupils is much lower than non-disadvantaged.</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Progress score for disadvantaged pupils</td> <td>-3.78</td> <td>-1.55</td> <td>-4.41</td> </tr> <tr> <td>Confidence interval</td> <td>-12.1 to 4.5</td> <td>-8.5 to 6.5</td> <td>-11.9 to 3.1</td> </tr> <tr> <td>Number of disadvantaged pupils</td> <td>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>Disadvantaged pupils with attainment score</td> <td>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>National average for non-disadvantaged pupils</td> <td>0.31</td> <td>0.24</td> <td>0.31</td> </tr> </tbody> </table> <p>This does not constitute a significant group of pupils.</p>		Reading	Writing	Maths	Progress score for disadvantaged pupils	-3.78	-1.55	-4.41	Confidence interval	-12.1 to 4.5	-8.5 to 6.5	-11.9 to 3.1	Number of disadvantaged pupils	2	2	2	Disadvantaged pupils with attainment score	2	2	2	National average for non-disadvantaged pupils	0.31	0.24	0.31																								
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KS2	Booster support for English <ol style="list-style-type: none"> <li>Homophone club</li> <li>Writing club</li> <li>Reading club</li> <li>Maths booster with Y5 and Year 6 teacher</li> </ol>	Included in staffing costs	To target female PP children to ensure progress rates are at least in line with expected using prior attainment measures	<p>1 Pupil met the expected standard and she was a prior middle attainer overall (2A) across KS1.</p> <p><b>Reading</b></p> <table border="1"> <thead> <tr> <th colspan="8">Key stage 2 reading test</th> </tr> <tr> <th>Teacher assessment</th> <th>Test scaled score</th> <th>Nominal scaled score</th> <th>Estimated attainment-based score on prior attainment</th> <th>Progress adjusted score</th> <th>Progress unadjusted score</th> <th>Expected standard</th> <th>High standard</th> </tr> </thead> <tbody> <tr> <td>EKS</td> <td>105</td> <td>105</td> <td>107.45</td> <td>-2.45</td> <td>-2.45</td> <td>Yes</td> <td>No</td> </tr> </tbody> </table> <p><b>Maths</b></p> <table border="1"> <thead> <tr> <th colspan="8">Key stage 2 maths test</th> </tr> <tr> <th>Teacher assessment</th> <th>Test scaled score</th> <th>Nominal scaled score</th> <th>Estimated attainment-based score on prior attainment</th> <th>Progress adjusted score</th> <th>Progress unadjusted score</th> <th>Expected standard</th> <th>High standard</th> </tr> </thead> <tbody> <tr> <td>EKS</td> <td>105</td> <td>105</td> <td>105.94</td> <td>-0.94</td> <td>-0.94</td> <td>Yes</td> <td>No</td> </tr> </tbody> </table> <p>SPAG</p>	Key stage 2 reading test								Teacher assessment	Test scaled score	Nominal scaled score	Estimated attainment-based score on prior attainment	Progress adjusted score	Progress unadjusted score	Expected standard	High standard	EKS	105	105	107.45	-2.45	-2.45	Yes	No	Key stage 2 maths test								Teacher assessment	Test scaled score	Nominal scaled score	Estimated attainment-based score on prior attainment	Progress adjusted score	Progress unadjusted score	Expected standard	High standard	EKS	105	105	105.94	-0.94	-0.94	Yes	No
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Key stage 2 Grammar, punctuation and spelling test				
First name	Scaled score	Expected standard	High standard	Spelling mark
111		Yes	Yes	14

  

				Overall % of pupils meeting the combined standards increased from 79% to 81% in 2018.																																				
KS1/ EYFS	Phonic booster for Y1 to improve reading outcomes for disadvantaged pupils  Phonic sessions for parents in Reception and Year 1 to increase knowledge and support in the home.	£500 to staffing costs	To use staff to increase aspirations at KS1 and to upskill parents in the home to support reading development and writing development.  To improve outcomes for KS1 and EYFS disadvantaged learners to ensure all meet GLD/EXS in line with prior attainment prediction	Phonics in Year 1 significant improvement. One pupil disapplied and all remaining pupils achieved the standard and passed the test. 100% pass rate for pupils entered = 96.7%. Parent classes held after school had a significant impact on pupils' outcomes. 100% uptake from Y1 parents for the phonic after school sessions. All 4 Disadvantaged pupils passed the phonic test.  <b>Percentage achieving the expected standard in phonics</b> Number of pupils = 30 <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>School</td><td>97%</td></tr><tr><td>Local authority average</td><td>79%</td></tr><tr><td>National average</td><td>82%</td></tr></tbody></table>	Category	Percentage	School	97%	Local authority average	79%	National average	82%																												
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EYFS	Additional TA to provide additional feedback to learners and improve communication  To run Family Learning for Disadvantaged pupils along with parents	£5,000	To improve outcomes for EYFS disadvantaged learners to ensure all meet GLD  To improve outcomes in reading/ writing and mathematics for disadvantaged pupils in KS1	Progress for EYFS DP <table border="1"><thead><tr><th>progress</th><th>R</th><th>W</th><th>M</th></tr></thead><tbody><tr><td>1</td><td>8.0</td><td>7.0</td><td>6.0</td></tr><tr><td>2</td><td>6.0</td><td>6.0</td><td>6.0</td></tr><tr><td>3</td><td>7.0</td><td>8.0</td><td>8.0</td></tr></tbody></table> Progress is equal to or greater than expected for 3 pupils.  Expected outcomes for DP were <table border="1"><thead><tr><th>progress</th><th>R</th><th>W</th><th>M</th></tr></thead><tbody><tr><td>1</td><td>X</td><td>X</td><td>Exp</td></tr><tr><td>2</td><td>GDS</td><td>Exp</td><td>Exp</td></tr><tr><td>3</td><td>Exp</td><td>Exp</td><td>Exp</td></tr><tr><td>4</td><td>Exp</td><td>Exp</td><td>Exp</td></tr></tbody></table> All pupils met the expected standard in maths, 75% in reading and writing and 1 pupil achieved greater depth in reading.	progress	R	W	M	1	8.0	7.0	6.0	2	6.0	6.0	6.0	3	7.0	8.0	8.0	progress	R	W	M	1	X	X	Exp	2	GDS	Exp	Exp	3	Exp	Exp	Exp	4	Exp	Exp	Exp
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Whole School	Counselling through Catholic Care	(contribution of £2000 from PPG funding towards this service).	Emotional and behavioural support for vulnerable disadvantaged children																																					

Total PPG received	£28,000
Total PPG expenditure	£28,850

Signed: Miss S Leonard  
Impact statement  
S. Leonard

Date: 29/10/17  
Date: 8/11/18