

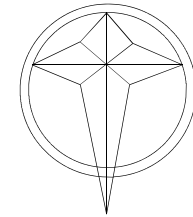
St Catherine's C of E Primary
Pupil Premium Grant (PPG) Data Report 14/15
Pupil Premium Provision 15/16

Produced by SENDCO: Tracey Laithwaite

Approved by Governing Advisory Body: At meeting in September 2015.

This document is supported by the PPG Policy available in the school website.

St Catherine's C of E Primary
PUPIL PREMIUM DATA PUBLICATION APRIL 2014

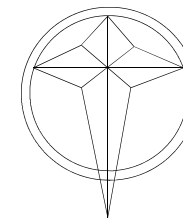


The Pupil Premium for 2014 was allocated to schools with pupils that were known to be:

- Eligible for free school meals either now or at any time in the last 6 years.
- Children of service personnel
- Children in local authority care
- At St Catherine's we believe that all pupils have the right to aspire to excellence and in so doing achieve their academic potential. We recognise that some groups of pupils need support to achieve this and aim to ensure that the targeted and strategic use of Pupil Premium Grant (PPG) funding will support us in enabling all to succeed.
- Our provision funded by PPG will be aimed at accelerating progress so the vast majority of PPG pupils leave the school at, or above, the national average. We also aim for every child to make progress that is good or better, so that they leave having made at minimum 2 levels of progress from KS1 to KS2. The annual achievement of PPG pupils will be measured against the annual national achievement benchmarks of non-PPG pupils. We expect our Wave 1 class based provision to be of the highest quality.
- Funding will also be used to develop high aspirations for the future so that children can continue to succeed. We want to raise achievement of all pupils and refuse to accept that the wealth of a child's family should determine how they do at school. We have a clear and unequivocal commitment to breaking the link between poverty and underachievement.
- Our provision has been informed by the latest OFSTED Guidance – *"The Pupil Premium – How schools are spending the funding successfully to maximise achievement"* – Published in 2012/13. See Appendix A for an overview of key principles.

The PPG Policy and leadership of PPG provision and impact is the responsibility of the Local Governing Body and the Head Teacher . It will be monitored as an item in the termly Head of School Report.

OVERVIEW OF SCHOOL 14-15



NUMBER OF PUPILS AND PPG (Pupil Premium Grant) received

Total number of pupils on role	214
Number of pupils benefitting from PPG	58
Total amount of PPG received	£59,800
Predicted spend per pupil	£1,031

Year group	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Number of PPG children in class	6	3	10	10	7	13	9

REVIEW OF PLANNED SPENDING FOR 14-15

Objectives

- To improve the impact of interventions and teaching based on analysis of tracking 13-14 so that we close gaps for vulnerable pupils against all pupils nationally
- To ensure that impact is balanced and includes Wave 1,2 and 3 interventions and impacts on all eligible pupils so that we are targeting under achievement not low achievement
- To engage parents and increase parental support
- To encourage strong personal skills (including resilience, independence, perseverance) so that we develop independent learners
- Increase staff awareness of vulnerable pupils in class and highlight progress during termly tracking and assessments

Approach	Actions	Approx. cost per pupil	Budget commitment PPG														
One to One Tuition	<ul style="list-style-type: none"> SLT to ensure that 1:1 is delivered by experienced and well-trained teacher Y2, Y5 and Y6 teachers ensure that pupils chosen for 1:1 tuition are based on previous under achievement JP delivered focused numeracy tuition two afternoons a week for the autumn and spring term. 	£291	£4,357														
Small group tuition	<ul style="list-style-type: none"> Half-termly individual pupil discussion (class teacher) shows that small group interventions are securely based on tracking and recognition of pupils under achieving and based on specific need Class observations -guided reading and writing is used effectively in classroom practice Year R DD 2hrs a week autumn, spring and summer developing numeracy, fine motor and phonics. DF 15hrs per week throughout academic year supporting PPG children in English, Maths and early years development within the classroom. Year 1 TG 2hrs a week autumn, spring and summer developing numeracy and fine motor skills. MB 2hrs a week developing writing and reading strategies, autumn and spring. TG 15hrs per week throughout academic year supporting PPG children in English and Maths within the classroom. Year 2 CP 3 hours per week autumn, spring and summer developing reading and numeracy. HC 1 hr per week autumn and spring developing writing skills. HC 15hrs per week throughout academic year supporting PPG children in English and Maths within the classroom. Year 3 ND 2.5HRS a week in autumn, spring and summer delivering numeracy, spelling and writing support. JE 15 hrs per week 1:1 focusing on social skills and understanding emotions. Running through autumn, spring and summer. ND 15hrs per week throughout academic year supporting PPG children in English and Maths within the classroom. Year 4 CP 2.5HRS a week in autumn, spring and summer delivering numeracy and writing support. JB 1 hr per week spring and summer term supporting reading and spelling development. AN 2 hrs per week autumn, spring and summer developing listening and thinking skills. CP 15hrs per week throughout academic year supporting PPG children in English and Maths within the classroom. Year 5 TG 2 hours per week in autumn, spring and summer delivering numeracy and writing support. NP 2 hrs per week developing spelling strategies. TG 15hrs per week throughout academic year supporting PPG children in English and Maths within the classroom. Year 6 BF 3 hours per week in autumn, spring and summer focusing on spelling, writing skills and developing numeracy skills. 14 weeks LB 1 hr a week numeracy booster club preparing for SATS. LB 1hr a week reading comprehension booster club preparing for SATS. BF 1hr a week numeracy booster club preparing for SATS. CP 1hr a week numeracy booster club preparing for SATS. 	<table border="1"> <tr><td>£5,987</td></tr> <tr><td>£6,691</td></tr> <tr><td>£6,592</td></tr> <tr><td>£11,463</td></tr> <tr><td>£7,121</td></tr> <tr><td>£6,711</td></tr> <tr><td>£7,272</td></tr> </table> <p>Per class</p>	£5,987	£6,691	£6,592	£11,463	£7,121	£6,711	£7,272	<table border="1"> <tr><td>Small groups/ 1:2 Support - Reception</td></tr> <tr><td>Small groups/ 1:2 Support - Year 1</td></tr> <tr><td>Small groups/ 1:2 Support - Year 2</td></tr> <tr><td>Small groups/ 1:2 Support - Year 3</td></tr> <tr><td>Small groups/ 1:2 Support - Year 4</td></tr> <tr><td>Small groups/ 1:2 Support - Year 5</td></tr> <tr><td>Small groups/ 1:2 Support - Year 6</td></tr> </table> <p>£51,837</p>	Small groups/ 1:2 Support - Reception	Small groups/ 1:2 Support - Year 1	Small groups/ 1:2 Support - Year 2	Small groups/ 1:2 Support - Year 3	Small groups/ 1:2 Support - Year 4	Small groups/ 1:2 Support - Year 5	Small groups/ 1:2 Support - Year 6
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Small groups/ 1:2 Support - Year 6																	

Fun fit	<ul style="list-style-type: none"> Daily fun fit with WE, 3 of 5 children are PPG. These sessions improve children's motor co-ordination (both large and fine) which in turn is linked to help their handwriting, planning, processing and organisational skills and thus impact positively on their school work. Sessions run 15 mins daily before school. Monitored half termly by SENCO. 	£75	£225
Daily reading	<ul style="list-style-type: none"> Targeting children who require extra support with segmenting and blending to become fluent. Delivered by ML on a one to one basis, five hours per week. 8 children between years one and two over the autumn period. Focused development monitored by class teachers and RWI co-ordinator to ensure consistency. 	£81	£648
Lunch Club	<ul style="list-style-type: none"> AN and HC 30 min sessions daily developing social skills and how to manage own feeling and emotions. Children explore how to interact with peers and what is acceptable behaviour in social situations. 	£176	£884
Spelling resources	<ul style="list-style-type: none"> RWI Spelling programme purchased for Key Stage Two. 	-	£606
Numicon resource	<ul style="list-style-type: none"> A math resource with practical hands on approach to support the learning of mathematics. Consists of a teacher book, children's work books, number lines and tiles. 	-	£946
Support for school activity weeks	<ul style="list-style-type: none"> Year 5 Year 6 	-	£400 £880
Gardening Club	<ul style="list-style-type: none"> NP 1 hr per week with 7 PPG children developing Social skills, speaking and listening and teaching basic outdoor skills. 	£50	£352
Swimming	<ul style="list-style-type: none"> 10 children x £2 x 14 weeks 	£28	£280
Teaching Resilience training with Andy Brumby	<ul style="list-style-type: none"> Two afternoon sessions delivered to KS1 and KS2 staff on how to make children more resilient with their learning. 	-	£600
		Total spend:	62,015

Evidence of impact
PUPIL PREMIUM PUPILS PROGRESS – Y1 to Y5

READING

	Expected	Good	Very Good	Overall
Y1	1/3	1/3	1/3	3/3
Y2	2/11	8/11	-	10/11
Y3	-	9/10	1/10	10/10
Y4	1/6	1/6	3/6	5/6
Y5	2/13	4/13	7/13	13/13
				41/43

MATHS

	Expected	Good	Very Good	Overall
Y1	-	2/3	-	2/3
Y2	3/11	7/11	-	10/11
Y3	3/10	7/10	-	10/10
Y4	-	1/6	3/6	4/6
Y5	5/13	2/13	6/13	13/13
				39/43

WRITING

	Expected	Good	Very Good	Overall
Y1	2/3	1/3	-	3/3
Y2	4/11	6/11	-	10/11
Y3	5/10	4/10	1/10	10/10
Y4	3/6	1/6	1/6	5/6
Y5	5/13	1/13	7/13	13/13
				41/43

Overall there has been good progress made across the key in reading, writing and maths.

In **reading** two pupils did not make an expected level of progress. In Years 2 and 4 the children were new to the class in the spring term and had many gaps in their academic knowledge.

In **writing** two pupils did not make an expected level of progress. In Years 2 and 4 the children were new to the class in the spring term and had many gaps in their academic knowledge.

In **maths** four pupils did not make an expected level of progress. In Year 1 the child had poor attendance which had a negative impact on learning. In Year 2 the child was new to the class in the spring term and had many gaps in their academic knowledge.

In Year 4 one child was new to the class in the spring term and had many gaps in their academic knowledge. The other child has a statement with a SEND diagnosis.

End of Year data for PUPIL PREMIUM pupils – number that are year group secure

	Reading	Writing	Maths
Y1	3/3	3/3	2/3
Y2	9/11	8/11	9/11
Y3	9/10	7/10	8/10
Y4	3/6	3/6	3/6
Y5	8/13	7/13	7/13

Overall the end of year attainment level is good however it has been affected by a variety of barriers to learning. In Year One 1 child had a poor attendance rate which has impacted on the learning. In Year Two three new pupils joined at varying points of the academic year who had gaps in their learning. Year Three had a new pupil join during the academic year. Another child has been assessed by the Educational Psychologist whilst two other children have a SEND diagnosis. Year Four had a new pupil join during the academic year and includes a child with a Statement and SEND diagnosis. Year Five includes a child with a Statement who is flourishing emotionally and socially. Four children are identified as Single School based category and are receiving regular intervention.

➤ **KEY STAGE 2 RESULTS**

National Figures in brackets

	Reading	Writing	GPS	Maths
Level 4 and above	97% (89%)	97% (87%)	78% (80%)	97% (87%)
Level 5	61%	58%	45%	39%
Level 6				3%

Number of children making 2 levels of progress in KS2.

YEAR 6	All	Boys	Girls	PPG	SEND
Reading	32/33	18/18	14/15	8/9	3/4
Writing	32/33	18/18	14/15	8/9	3/4
Maths	30/33	17/18	13/15	7/9	3/4

RESULTS IN KS1 – 31 Pupils

National figures in brackets

	Reading	Writing	Maths
Level 2 and above	96% (91%)	84% (88%)	93% (93%)
Level 2b and above	77%	71%	90%
Level 3	29%	13%	29%

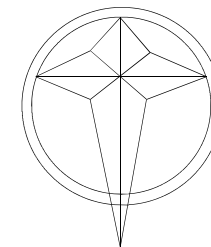
Results of the 26 pupils who have been in KS1 since Reception.

	Reading	Writing	Maths
Level 2 and above	100% (91%)	91% (88%)	96% (93%)
Level 2b and above	84%	80%	92%
Level 3	35%	15%	35%

OVERVIEW OF SCHOOL 14-15

NUMBER OF PUPILS AND PPG (Pupil Premium Grant) received

Total number of pupils on role	214
Number of pupils benefitting from PPG	57
Indicative Pupil Premium Allocation	£75,240
Predicted spend per pupil	£1,320



Year group	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Number of PPG children in class	3	8	9	7	13	9	6
Number of PPG Children in class	4	3	8	9	7	13	9

PLANNED SPENDING FOR 15 -16

The SLT and Governors have considered the actions and implications of impact evidence 14-15 and have agreed the following objectives as areas of focus.

The final quarter of funding for 14-15 will be received April 15.

Objectives

- To improve the impact of interventions and teaching based on analysis of tracking 14-15 so that we close gaps for vulnerable pupils against all pupils nationally. This remains a whole school focus in the Improvement plan.
- To ensure that interventions are targeted and immediate impact on levels of achievement in classes is evident
- To widen the engagement of parents and further increase parental support
- To encourage strong personal skills (including resilience, independence, perseverance) so that we develop independent learners
- To raise aspirations so that pupils strive to improve
- To ensure that PPG pupils in Foundation Stage are given extra support to achieve Early Learning Goals at the end of Reception.

Approach	Criteria for access to support	Actions /Outcomes	Evidence of Impact	Approx. cost per pupil and budget commitment
Small group tuition	Tracking used to highlight where PPG pupils in classes are making less than expected progress compared with progress or failing to reach potential (AA pupils).	<ul style="list-style-type: none"> Half -termly individual pupil discussion (class teacher) shows that small group interventions are securely based on tracking and recognition of pupils under achieving and based on specific need Class observations -guided reading and writing is used effectively in classroom practice 	Review half termly. Attainment and progress gaps of targeted pupils closing.	
Fun fit	<ul style="list-style-type: none"> Selected pupils are offered daily sessions to improve motor co-ordination. Pupils needs highlighted by teacher observations and overseen by SENDCo. 	<ul style="list-style-type: none"> Daily fun fit with WE, 4 of 6 children are PPG. These sessions improve children's motor co-ordination (both large and fine) which in turn is linked to help their handwriting, planning, processing and organisational skills and thus impact positively on their school work. Sessions run 15 mins daily before school. Monitored half termly by SENCO. 	Successful completion of programme.	
Daily reading	<ul style="list-style-type: none"> Pupils who require extra support to match peer progress in cohort or those who do not benefit from regular reading practice at home. 	<ul style="list-style-type: none"> Targeting children who require extra support with segmenting and blending to become fluent. Delivered by ML on a one to one basis, five hours per week. 9 children between years one and two over the autumn and spring period. Focused development monitored by class teachers and RWI co-ordinator to ensure consistency. 	A Pass in Y1 phonics assessment and good progress achieved in reading and spelling assessments undertaken in November and June annually.	
Lunch Club	<ul style="list-style-type: none"> Selected pupils who have difficulty maintaining social relationships and need support in managing their feelings and behaviours. 	<ul style="list-style-type: none"> AN and HC alternating 30 min sessions daily developing social skills and how to manage own feeling and emotions. Children explore how to interact with peers and what is acceptable behaviour in social situations. 	Pupils able to cope in a range of social situations, they demonstrate positive learning behaviours in class and use strategies to manage their feelings.	

Effective feedback on learnin(+8 months)	<ul style="list-style-type: none"> • Link to whole school marking policy and pupils achieving their targets. 	<ul style="list-style-type: none"> • Teachers to timetable regular sessions for pupils to reflect on marking comments and make corrections. • Use staff meeting and whole staff CPD to ensure that all staff are able to give effective, positive feedback • SLT to ensure that HLTAs to be used to allow regular pupil conferencing by class teachers • Staff meeting time to be used to share effective strategies • 		
Thrive	<ul style="list-style-type: none"> • Preparing children to be emotionally ready to learn. 	<ul style="list-style-type: none"> • SLT to review programmes and approaches which promote thinking about thinking • SLT to research professional development or outside support for teachers and TAs • SENDCO to visit partner schools already implementing Thrive 		Estimation of £6,000
Meemo Resource	<ul style="list-style-type: none"> • Raise attainment for children in Key Stage 2 by developing working memory 	<ul style="list-style-type: none"> • Purchase Rising Stars whole-class working memory programme to be implemented in Key Stage Two. 		
Rapid Resources	<ul style="list-style-type: none"> • Key Stage 1 materials of the Rapid Resources 	<ul style="list-style-type: none"> • Rapid resources have had a positive impact on progress in interventions in Key Stage 2 over the past 12 months and Key Stage 1 would also like to benefit from this scheme 		

One to One Tuition (+5 in months)	Tracking used to highlight classes where PPG pupils making less than expected progress compared with cohort or failing to reach	<ul style="list-style-type: none"> • SLT to ensure that 1:1 is delivered by experienced and well-trained teacher • Y6 and Y5 teachers ensure that pupils chosen for 1:1 tuition are based on previous under achievement • SLT to extend 1:1 to cover pupils in Y5 and Y6 • SLT to Monitor initial and final assessments show real impact • SLT to monitor individual targets set for pupils to cover metacognition targets • After in initial assessments Y5 and Y6 teachers to consider groupings 1:1, 1:2 and 1:3 • Review length of interventions • Ensure impact is mirrored in class and sustained once 1:1 has finished 	<ul style="list-style-type: none"> • Reviewed half termly 	Cost within teaching/ TA allocated support paid by school budget
	Tracking used to highlight classes where PPG pupils making less than expected progress compared with cohort or failing to reach	<ul style="list-style-type: none"> • Termly tracking review to highlight classes for extra Wave 2 support • Pupils highlighted on weekly basis with specific intervention from class teacher based on AfL • Impact on individual pupil targets 	<ul style="list-style-type: none"> • Reviewed half termly • Clear evidence that interventions having impact on standard of classroom work and gap between achievement and ARE closing 	No cost from PPG paid for within main school budget
Access to high quality external support	Achievement and progress significantly below peers. On Record of Need: 2 pupils selected a term	<ul style="list-style-type: none"> • Speedy access to high quality diagnostic • High quality assessments and reports 	<ul style="list-style-type: none"> • Reviewed annually by SLT and governors • PPG pupils have access to speedy and appropriate support 	6x days Ed Psych support = £2400
Reception Focus	Individual areas of concern highlighted during baseline assessments on entry Concerns highlighted previously by EY provider Summer borns /boys	<ul style="list-style-type: none"> • Extra LSA support in class • Progress towards ELG improved 	Reviewed half termly Case studies /Learning journals showing good progress measured against ELGs	No cost from PPG budget

KS1 focus	Individual pupil and whole school areas where pupils have not reached expected ELGs. Phonics Support	<ul style="list-style-type: none"> • Individual and small group support. • Use of materials purchased to support learning and ensure gaps are closed and concepts are embedded. • Use of in school and home support, enrichment and extension materials in learning packs. 	Reviewed half termly. Termly Classroom observations and work trawls .	No cost from PPG budget
KS2 focus	Individual pupil and whole school areas where pupils have not reached expected previous progress Pupils whose progress has dipped LKS2	<ul style="list-style-type: none"> • Intervention programmes using Rapid Maths, Writing and Reading materials. • Guided reading support to develop reading and comprehension skills. 	Reviewed half termly Termly classroom observations and planning Tracking shows that pupils make 1.3+ APS per term	No cost from PPG budget
Foundation Stage Focus	Individual pupils who are not at expected levels on entry to Nursery. Individual pupils who have not reached expected levels on transition to Reception. Those pupils who have achieved ELGs will be part of Early Starters group in Summer Term of Reception	<ul style="list-style-type: none"> • Session support and focussed teaching • Next steps outlined and intervention set up in Reception to ensure progress is made and gaps closed. • Specific pupils work with Year 1 on early NC objectives to close gap between EYFS and Level 1 expectations. 	Reviewed termly and progress recorded in Learning Journey. Support for specific pupils to close the gap. Reviewed half termly to monitor progress and record attainment towards Level 1c/1b .	No cost from PPG budget Paid for from main school budget
			TOTAL BUDGET	£75,240

Appendix A - OFSTED guidance for successfully maximising achievement	OFSTED guidance on unsuccessful spending
<ol style="list-style-type: none"> 1. Carefully ring fenced funding so that they always spent it on the target group of pupils 2. Never confused eligibility for the Pupil Premium with low ability, and focussed on supporting their disadvantaged pupils to achieve the highest levels 3. Thoroughly analysed which pupils were underachieving particularly in English and maths and why 4. Drew on research evidence (such as the Sutton Trust toolkit) and evidence from their own and others experience to allocate the funding to the activities that were most likely to have an impact on improving achievement 5. Understood the importance of ensuring that all day to day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good 6. Allocated their best teachers to teach intervention groups to improve mathematics and English 7. Used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked 8. Made sure teaching assistants were highly trained and understood their role in helping pupils to achieve 9. Systematically focussed on giving pupils clear, useful feedback about their work and ways they could improve it 10. Ensured that class and subject teachers knew which pupils were eligible for the PP so that they could take responsibility for accelerating their progress 11. Ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils 12. Had a clear policy on spending the PP agreed by governors and publicised on the school website 13. Provided well targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning 14. Had a clear and robust performance management system for all staff, and included discussions about pupils eligible for the PP in performance manage meetings 15. Thoroughly involved governors in the decision making and evaluation process 16. Were able, through careful monitoring and evaluation to demonstrate the impact of each aspect of their spending on the outcomes for pupils 	<ul style="list-style-type: none"> • Had a lack of clarity about the intended impact of the spending • Spent the funding indiscriminately on teaching assistants with little impact • Did not monitor the quality and impact of interventions well enough, even where other monitoring was effective • Did not have good performance management system for teaching assistants and other support staff • Did not have a clear audit trail for where the funding had been spent • Focussed on pupils attaining the nationally expected level at the end of the Key Stage but did not go beyond these expectations so some more able eligible pupils underachieved • Planned their PP spending in isolation so their other planning e.g. improvement planning • Compared their performance to local rather than national data, which suppressed expectations if they were a low performing local authority