



PUPIL PREMIUM REPORT 2015-16

St Vincent de Paul Catholic Primary School

Pupil Premium Grant



The information below outlines how we use the Pupil Premium Money to support the learning of children at St Vincent de Paul Catholic Primary School.

What is the Pupil Premium? The National Picture

The Pupil Premium was introduced by the Government in April 2011. It was designed to give additional money to support schools in raising the attainment of children who receive free school meals (or who have been eligible for FSM over the past 6 years), children whose parents serve in the Armed Forces and those children who have been looked after in local authority care continuously for more than six months. These groups of children have been identified nationally as achieving at a lower level than children from less disadvantaged backgrounds. For example, national figures show that 11 year olds who are eligible for Free School Meals are around twice as likely not to achieve Level 4 in Mathematics and English as other 11 year olds.

Pupil Premium at St. Vincent de Paul Catholic Primary School

St Vincent de Paul Catholic Primary School believes that every pupil should have the opportunity to develop their personal talents and academic abilities in a happy and supportive environment.

At our school, we are committed to ensuring that all of our children make the best possible progress. We track the achievement of every child on a regular basis and do all we can to make sure each child achieves their potential. We also have a duty to ensure that no group of children are disadvantaged due to their gender, ethnic origin or family income or background.

The purpose of the Pupil Premium is to help schools to provide targeted support for vulnerable children- not necessarily just children who qualify for FSM.

"It is for schools to decide how the Pupil Premium, allocated to schools... is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility." (Source – DfE website)

The funding is therefore given to schools to spend as they think best, although there is requirement to publish online how this money is spent. Schools are to be held accountable for how they have used the additional funding to support pupils from low-income families. The funding should be spent on ensuring that all Pupil Premium Pupils are making progress in the key skills needed to succeed. As a school we are committed to spending this money to support the raising of attainment for eligible pupils.

How the money was spent

Pupil Premium children at St.Vincentde Paul Catholic Primary School are supported through a variety of measures:

- By providing regular small group or individual support for targeted children - focused on overcoming gaps in learning in English and Mathematics.
- By providing valuable life experiences in order to broaden horizons for pupils.
- To provide resources to support the delivery of intervention programmes.
- To provide training for all staff that will enhance teaching and learning.

Impact of Pupil Premium Allocation (2015-16) £51,000

| Intervention | Description | Cost (£) | Total | Impact |
|---|---|----------|----------------|--|
| Staffing | Additional teaching Assistant mornings KS2 | 33,000 | | Much valued by pupils who had increased access to support in literacy and numeracy each day of the week |
| | Additional support in the afternoons to cover interventions | | | Range of interventions increased, particularly for personal development - Bright Stars, Drawing and Talking, |
| | 1:1 tuition | | | Specific targeted input for disadvantaged pupils from a SEN specialist ensure continuity from the previous year group, personalised provision, support for parents and mentoring |
| | Targeted group work in reading in KS2 | | | Quality of Guided reading sessions and interactions enhanced by provision of an extra teacher |
| | 1:1 support | | | Promoted targeted support and increased inclusion for a pupil awaiting EHC plan and transfer to specialist provision |
| | | | 33,000 | |
| Resources | EYFS | 2,500 | | Resources promoted inclusion and support for personal and communication development. Increased sense of wellbeing and teamwork |
| | KS1 | 2,000 | | |
| | ICT – I-pads and software for Reception and SEN | 3,500 | | Early intervention programmes in EYFS secured good progress and removed barriers before gaps had a chance to widen |
| | Essex Library – additional books for extended reading | 1,000 | | Broadening access to wider reading and ensuring equality of access to high quality reading materials at the appropriate level |
| | Virtual Tuition – 3 rd Space Learning | 2,000 | | Focus group in Y6 valued the 1:1 tuition provided by the resource |
| | Furniture for new room for small group interventions | 1,000 | | Provision of much needed quiet areas where interventions both academic and personal could be discretely conducted |
| | SATs resources | 500 | | Boosted confidence and assisted home learning support |
| | Home learning ICT resources | 1,500 | | Personalised digital learning supported pupils in areas requiring improvement |
| | | | | |
| Offsite visits | Contribution to cost of offsite visits | 2,000 | 2,000 | Funding promoted participation with all opportunities |
| Clubs – extra-curricular provision | Choi Kwang Do, Breakfast and After School club, music tuition, swimming | 1,000 | 1,000 | Funding offered opportunities pupils may not have embraced otherwise due to cost. It provided necessary support to families by ensuring pupils had access to high quality care to help the family with particular challenges |
| Counselling | Counselling for vulnerable pupils | 1,000 | 1,000 | Self esteem and family wellbeing enhanced through targeted support for individuals and their family |
| | | | £51,000 | |

Priorities from School Development Plan

Ofsted visited in July 2014 and gave us the following key issues to work on:

Improve the quality of teaching, particularly in mathematics, by ensuring:

- all teachers regularly provide challenging and stimulating activities for pupils, particularly those who are more able, to ensure that they concentrate hard at all times
- pupils are encouraged to use their skills in mathematics to find solutions to mathematical problems and are given more opportunities to do so
- the guidance teachers provide in their marking makes clear to pupils what they need to do next to improve.

Develop the role of teachers who lead different subjects by giving them more responsibility for improving the quality of teaching in their areas, particularly in mathematics.

The 2015-16 School Development plan focused in particular on the subject areas of Maths and RE as we awaited our very successful diocesan inspection(May 2016). Embedding of the National Curriculum and assessment procedures was a key focus and the Rights Respecting agenda was rolled out across the school as part of Catholic Social teaching.

Priorities from the School Improvement Plan 2016-17

1. Further improve the quality of teaching and learning in mathematics, particularly through:

- ensuring the use of manipulatives to support learning
- improving the mathematics learning environment
- developing a mastery approach to the teaching of mathematics
- ensuring high quality CPD to improve teaching and learning and the leadership of mathematics
- ensuring that pupils in all classes have frequent opportunities to use their skills in mathematics to find solutions to mathematical problems
- ensuring that the guidance teachers provide in their marking makes clear to pupils what they need to do next to improve.

2. Further improve the achievement of all groups in reading, particularly through improving provision in guided reading.

3. Implement and embed the new science assessment system and ensure full coverage in line with the requirements of the new national curriculum.

Attainment and Progress of Pupils in receipt of Pupil Premium Funding

(Please note that **highlighted** data indicates where Disadvantaged pupils have outperformed the non-disadvantaged)

Key Stage 2 SATs results 2016

Please note, there were 8 pupils in receipt of Pupil Premium funding in Year 6 but one was working below the level of the key stage so did not sit the tests and was assessed independently

| Scaled Score average | Non Ever FSM | Ever FSM |
|----------------------|--------------|----------|
| Reading | 104.7 | 102.9 |
| Maths | 104.5 | 101.6 |
| Grammar and Spelling | 105.1 | 103.6 |

| % Age Related Expectation | Non Ever FSM | Ever FSM |
|---------------------------|--------------|----------|
| Writing | 92.2% | 75% |

Steps of Progress of Pupil Premium pupils within the Key Stage compared to non-disadvantaged learners 2015-16

| | | READING | | WRITING | | MATHS | |
|----|---------------------------|----------|--------------|----------|--------------|----------|--------------|
| | Number of Ever FSM pupils | Ever FSM | Non-Ever FSM | Ever FSM | Non-Ever FSM | Ever FSM | Non-Ever FSM |
| Y1 | 2 | 2.0 | 3.3 | 2.0 | 3.1 | 3.5 | 3.3 |
| Y2 | 8 | 6.5 | 7.0 | 6.3 | 6.7 | 6.3 | 6.7 |
| Y3 | 7 | 3.6 | 3.4 | 3.3 | 3.1 | 3.7 | 3.3 |
| Y4 | 2 | 5.0 | 6.0 | 6.5 | 5.7 | 5.5 | 6.1 |
| Y5 | 7 | 10.3 | 10.2 | 9.9 | 9.6 | 9.9 | 9.8 |

Attainment in relation to Age Related Expectations

| Y1 – Y5 % | READING | | WRITING | | MATHS | |
|--------------------|-------------|------------------|-------------|---------------------|----------|---------------------|
| | Ever FSM | Non- Ever FSM | Ever FSM | Non- Ever FSM | Ever FSM | Non- Ever FSM |
| Broadly at ARE | 80.8 | 88.6 | 80.8 | 88.6 | 88.5 | 90.8 |
| Securely at ARE | 65.4 | 69.7 | 50.0 | 69.7 | 61.5 | 59.4 |
| Above ARE | 34.6 | 29.2 | 11.5 | 29.2 | 19.2 | 18.5 |

Early Years Foundation Stage, the percentage of pupils making expected progress of 3 developmental steps

| % | Number of pupils | Communication and Language | Physical Development | Personal, Social, Emotional Development | Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
|-----------------------|-----------------------------|-------------------------------|-------------------------|--|----------|-------------|----------------------------|----------------------------------|
| Whole cohort | 57 (inc Ever FSM) | 96.5 | 96.5% | 98.2% | 89.5% | 89.5% | 96.5% | 93% |
| Ever FSM pupils | 5 | 80% | 80% | 100% | 80% | 60% | 100% | 80% |

Please note that within this small group of pupils (5), one pupil, equivalent to 20%, had profound special needs and secured a place in specialist provision at the end of the year