

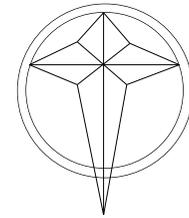
St Catherine's C of E Primary
Pupil Premium Grant (PPG) Data Report 15/16
Pupil Premium Provision 16/17

Produced by SENDCO: Tracey Laithwaite

Approved by Governing Advisory Body:

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:

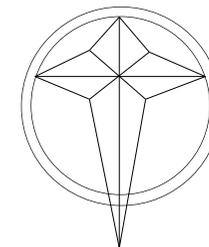
- Eligible for free school meals either now or at any time in the last 6 years.
- Children of service personnel
- Children in local authority care
- At St Catherine's we believe that all pupils have the right to aspire to excellence and in so doing achieve their academic potential. We recognise that 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 15-16

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 on average



Year group	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Number of PPG children in class	7	6	3	11	10	8	14

REVIEW OF PLANNED SPENDING FOR 15 -16

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

The final quarter of funding for 14-15 was 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.	57330 – TA hrs Approx. per pupil £1000
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, 3 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. Autumn Term only	250 – TA hrs £62.50 per pupil
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. 5 pupils. 	Pupils able to cope in a range of social situations, they demonstrate positive learning behaviours in class and use strategies to manage their feelings.	900 (approx. £180 per pupil – TA hrs)

Effective feedback on learning+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 	Children have responded well to feedback and have time to look through previous days learning. Pupils share their books with other and support each other with understanding.	No cost
Thrive	<ul style="list-style-type: none"> Preparing children to be emotionally ready to learn. 	<ul style="list-style-type: none"> SENDCO and two TAs completed Thrive training and finished in summer term 2016. Whole school staff to receive 2hr twilight training with an additional hour for teaching staff. 	Children targeted in training made evident progress on Thrive scoring scales. Whole school to be assessed in start of next academic year.	6000 (estimate cost for training and follow up.)
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. 	Small group interventions trialled resource with focus children in summer 2nd and noted small improvement over half of the term.	650
Rapid Maths	<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 	Resource used with low ability KS2 initially including SEND children. Improvement in basic building blocks of maths.	250
Rapid Writing	<ul style="list-style-type: none"> Key stage 1 and 2 materials 	<ul style="list-style-type: none"> Rapid resources have had a positive impact on progress in some interventions and would like other year groups to benefit from this scheme 	Resource used with low ability KS2 initially including SEND children. Improvement in sentence structure.	200
School Activity Weeks	<ul style="list-style-type: none"> Access to a full range of the curriculum 	<ul style="list-style-type: none"> PPG Pupils from Years 5 and 6 – finance support to allow pupils to access school activity weeks. 	Children accessed activities such as rock climbing, canoeing etc which had a noticeable impact in confidence, resilience and perseverance.	500 850

Swimming	<ul style="list-style-type: none"> • Access to PE curriculum 	<ul style="list-style-type: none"> • Support for Y3/ Y5 pupils to access swimming tuition – one term each. 20 pupils 	Evident by amount of children able to swim 25 meters by the end of Year 6.	560 (Approx £28 per pupil)
Gardening Club	<ul style="list-style-type: none"> • Access to alternative curriculum 	<ul style="list-style-type: none"> • Small group working with other pupils to maintain school planting beds – spr/ sum 	Children developed an awareness of 'looking after' a living organism and were able to engage socially to work as a team.	350 (gardening TA)

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 	4900 (DHT input – weekly sessions – teacher costs)
	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. 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 – SLA not LA
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

Evidence of impact

Pupil Premium Pupils Progress – Y1 to Y5

Reading

	Expected	Very Good	Overall
Y1	5/8	-	5/8
Y2	3/3	-	3/3
Y3	9/12	-	9/12
Y4	6/11	2/11	8/11
Y5	3/8	-	3/8
			28/42

Writing

	Expected	Very Good	Overall
Y1	3/8	-	3/8
Y2	1/3	-	1/3
Y3	7/12	-	7/12
Y4	6/11	-	6/11
Y5	3/8	-	3/8
			20/42

Maths

	Expected	Very Good	Overall
Y1	5/8	-	5/8
Y2	1/3	-	1/3
Y3	9/12	-	9/12
Y4	7/11	-	7/11
Y5	3/8	-	3/8
			25/42

Overall the end of year reading level is good however the attainment has been affected by a variety of barriers to learning. In Year One 2 children have been recognised as Single School based category. In Year Two one pupils started the school year with low attendance. Year Three had 1 new pupil join during the academic year. Another child has been assessed by the Educational Psychologist whilst one other joined St. Catherine's during Year 2 and had gaps in their academic knowledge. Year Four had a new pupil join during the academic year and includes a child with a SEND diagnosis, another awaiting a diagnosis whilst one other joined St. Catherine's during Year 3 and had gaps in their academic knowledge. Year Five includes a two children with EHC Plans who are developing well emotionally and socially. Two children have previously been recognised as Single School based category whilst one other joined St. Catherine's during Year 4 and had gaps in their academic knowledge.

KS2 SAT Analysis 2016 – Pupils Achieving Standard

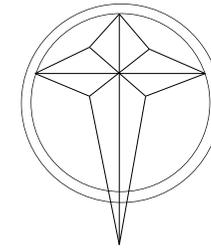
	Maths %	Number of pupils	Reading%	Number of pupils	SPAG%	Number of pupils	Writing%	Number of pupils	Combined %	No of pupils
All pupils	61%	19/31	71%	22/31	58%	18/31	71%	22/31	55%	17/31
Pupils scoring 98/99	3%	1	9%	3	9%	3	n/a	n/a	n/a	n/a
PPG	46%	6/13	46%	6/13	31%	4/13	46%	6/13	38%	5/13
Non PPG	72%	13/18	89%	16/18	78%	14/18	89%	16/18	61%	11/18
EHC pupils	0%	2 did not sit tests	0%	2 did not sit tests	0%	2 did not sit tests.	1 PKG 1 PKE	2	0% Did not sit tests	2(6.5% of cohort)
SBS SEND	0%	2	0%	2	0%	2	0%	2	0%	2(6.5% of cohort)
De-aggregated	66%	19/29	76%	22/29	62%	18/29	76%	22/29	59%	17/29
EAL	66%	2/3	66%	2/3	66%	2/3	66%	2/3	66%	2/3

Key Stage One Attainment

	Reading	National	Writing	National	Maths	National
Key Stage One	87%	74.1%	63%	65.5%	70%	72.6%

OVERVIEW OF SCHOOL 16-17

NUMBER OF PUPILS AND PPG (Pupil Premium Grant) received



Total number of pupils on role	214
Number of pupils benefitting from PPG	49
Indicative Pupil Premium Allocation	64,680
Predicted spend per pupil	£1,320 on average

Year group	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Number of PPG children in class 2015-2016	7	6	3	11	10	8	14
Number of PPG Children in class 2016-2017	1	5	8	4	12	11	8

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.

Rates for eligible pupils

The PPG per pupil for 2016 to 2017 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence	£300

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 Wendy Edwards. 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.	
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. 5 pupils. 	Pupils able to cope in a range of social situations, they demonstrate positive learning behaviours in class and use strategies to manage their feelings.	
Thrive	<ul style="list-style-type: none"> Preparing children to be emotionally ready to learn. 	<ul style="list-style-type: none"> Purchase of specific resources to focus development of emotional ability to learn. One days training per Thrive practitioner to maintain qualification and ability to focus support to specific need, e.g. anger, fear, anxiety etc. 		

Effective feedback on learning(+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 		No cost
School Activity Weeks	<ul style="list-style-type: none"> Access to a full range of the curriculum 	<ul style="list-style-type: none"> PPG Pupils from Years 5 and 6 – finance support to allow pupils to access school activity weeks. 		
Swimming	<ul style="list-style-type: none"> Access to PE curriculum 	<ul style="list-style-type: none"> Support for Y3/ Y5 pupils to access swimming tuition – one term each. Autumn & Spring ONLY 		
Gardening Club	<ul style="list-style-type: none"> Access to alternative curriculum 	<ul style="list-style-type: none"> Small group working with other pupils to maintain school planting beds – spr/ sum 		
One to One Tuition (+5 in months)	<ul style="list-style-type: none"> 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 (Mr Bevan) 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"> Review half termly 	
EEF Catch-up Literacy Programme	<ul style="list-style-type: none"> Six amber children identified from Year 4 and 5 to access new intervention. 	<ul style="list-style-type: none"> SLT to Monitor initial and final assessments show real impact English subject leader to monitor content and progress made by individuals. 	<ul style="list-style-type: none"> Review half termly 	
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 	

Visible Learning	CPD across An Daras Academy		•	
Learnpads.	Purchase addition towers (8 units) to provide high PPG cohort classes with additional ICT options.	•	•	

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