**English Martyrs’ Catholic Primary School**

**Pupil Premium Report for January 2015 – March 2015 – Spring Term**

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| **Number of pupils and pupil premium grant (PPG) received** | |
| Total number of pupils on roll | 440 100% |
| Total number of pupils eligible | 170 39% |
| Amount of PPG received per pupil | £1,300.00 |
| Total allocated amount PP received (April 2014 – March 2015)  Carry forward 2013-2014 | £221,000.00  £ 26,556.00  £247,556.00 100% |
| Total spend Spring 2014  Spring  Autumn  Summer | £  £47,550.86 19%  £55,539.86 22%  £76,143.62 31%  £179,234.34 73% |
| Remaining PPG for financial year | **£68,321.66 28%** |

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| **Nature of Support - Autumn Term** | |
| Focus on Learning in the curriculum  Focus on social, emotional and behaviour Focus on early interventions plus increase % of children working at age related expectations inreading and maths. | 26%  6%  60% |
| Focus on developing confidence and skills in the arts | 8% |

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| Record of Pupil Premium Grant Spending January – March 2015 | | | | |
| Focus | Intervention/item/project | Cost | Objective | Impact |
| Y6 | 1:1 for PP pupils in year 6 for reading, writing and maths for 2 days per week. | £3,520.00 | To provide one to one targeted support with a more intensive programme of support to narrow the gap in their learning. Children expected to make accelerated progress of at least 3 sub levels progress.  To increase pupil confidence. | Increased attainment and progress in reading, writing and maths at KS2 (assessment data.  Progress in school was at/above prediction.  Can talk more confidently about where they are and next steps for improvement   |  | | --- | |  | |
| Y6 | Small intervention groups in Y5/6 | £9,075.00 | To increase pupils understanding of English and GPS to raise their attainment level by working in small groups and to attain end of year targets.  Progress evidenced through Average Point scores and end of Key Stage data.  To increase pupil confidence.   |  | | --- | |  | | Y6 Progress in school was at/above prediction.  Y5 progress was at a slower pace and highlighted the need to start teaching intervention at a lower starting point. |
| Early years | Additional TAs to support pupils to improve the quality of learning through small group work – Read, Write phonics and Speech and Language | £ 28,608.00 | To improve basic language skills and building vocabulary. Building basic literacy and numeracy skills. Building social and emotional skills so children are more ready to learn. | Increased % of pupils achieving a GLD. Improved communication skills (through discussions, observations and assessment data). |
| Lunch time – all years | Increased ratio of midday supervisors to children. | £2,823.00 | To minimise the impact of emotional and behavioural barriers to learning. | Children more settled after lunch time play and more ready to learn. |
| Y3-6 | Employ a part time music teacher | £2,799.86 | Increasing access to the arts – including individual and group music tuition. | Children can read music , play an instrument and within an Orchestra and pass graded Music exams |
| All years | Sports, drama, dance, reading, writing, art  & cooking | £725.00 | To give access to a range of curricular activities which broaden life experiences. | Children have experienced events in and beyond school which have broadened their experiences. |