**Pupil Premium ‘Closing the Gap’ 201-2013**

**Introduction**

The Pupil Premium was introduced by the Coalition Government in April 2011 to provide additional support for looked after children and those from low income families. Schools are free to spend the money they are allocated as they see fit.

This report looks to measure and evaluate the impact of the pupil premium spend at English Martyrs’ Catholic primary School. The data has been taken from RAISEonline 2012, and the school’s own tracking data. The ‘Planning and evaluation outline’ is used throughout as the tool to measure impact.

**Amount of pupil premium funding**

The details of funding below are as close as possible to actual funding. Due to changes in policy, such as the Ever6 criteria, the exact funding calculation is unknown. The ‘Key to success’ website provides data that also helps with eligibility.

**Funding of pupil premium 2012 to 2013**

* Children Year R to Year 6 who are eligible for FSM/CLA = **244**
* Funding of Pupil premium April 2012 to April 2013 =**£623** per pupil
* Total pupil premium funding for period: **£623 x 244 = £152,012**

**Closing the Gap - Where the School is now**

KS2 statutory data was validated in February 2013. In terms of the pupil premium, Raiseonline data measures the gap in several different ways.

[1] **Value added** – For this measure, our FSM pupils scored 99.9 overall, 99.1 in English and 100.7 in mathematics. This is in comparison to the national average of 100.0

[2] **The percentage of pupils achieving expected progress**

75% of our FSM children made expected progress in English compared to 90% nationally.

78% of our FSM children made expected progress in mathematics compared to 89% nationally.

[3] **The percentage of pupils achieving level 4 or above/ level 5 or above**

71 % of our FSM achieved level 4 or above in English, compared to the national average of 89% for non FSM children. (17% at level 5 compared to 43% nationally).

83% of our FSM achieved level 4 or above in mathematics compared to 88% for non FSM children.

(29% at level 5 compared to 45% nationally).

71% of our FSM achieved level 4 in English and Mathematics combined, compared to 84% for non FSM children.

(13% at level 5 compared to 32% nationally).

[4] **Average point scores.**

Our FSM pupils scored:

25.4 APS in English compared to 28.8 APS nationally.

27.3 APS in mathematics compared to 29.1 APS nationally.

26.5 APS in all NC core subjects compared to 28.9 APS nationally.

The average difference for this measurement is -2.4 APS

**Summary**

For the progress measures, 1 and 2 above, the school is improving in Mathematics. For the attainment measures the school is closing the gap. The table below shows academy and national figures in average point scores. The two columns in red show our current APS (for FSM) and the levels to which we aspire to achieve (National non FSM average). The column in blue shows the gap we need to close.

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**Key Actions:**

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| **What the pupil premium is used for** | **Amount allocated to the intervention / action**  Budget 12/13 £152,012  + CF 11/12 £ 41,037  £**193,049** | **Is this a new or continued activity / cost centre** | **Summary of intervention / action including details of year groups and pupils involved, and the timescale** | **Specific intended outcomes: How this will improve achievement for FSM/CLA. What will it achieve if successful?** | **How will this be monitored, when and by whom?**  **How will success be evidenced?** | **Actual impact.**  **If you plan to change this activity, what would you change to improve it?** |
| **1:1 Teacher** | £32,342 | Continued activity | See ‘**3 teacher model in year 2’** for full details on this action | | HT – Y 2 results | Accelerated progress in RWM |
| **Intervention groups** | S&L £11,400  9 TA’s £56,935 x  2 terms | A combination of continued and new | See ‘**Interventions**’ for full details on this action | | Leadership team and all teachers.  Improved phonics results, and pupils on FSM | Varied. See case study for details |
| **Pastoral care** | P 2 B £25,447 | Continued activity | See ‘**Pastoral care’** for full details on this action | | Leadership team and Inclusion manager | Varied. See case study for details |
| **Enrichment activities** | £4,885 Asc | A combination of continued and new | See ‘**Enrichment activities’** for full details on this action | | Leadership team |  |
| **Resources** | £2,457 |  |  | |  |  |
| **CPD** |  | Staff Teachers and Teaching assistants   * training and development to ensure assessment for learning strategies are being followed consistently throughout the school * Writing support for the next 3 years * 3 days TA training programme * Phonics training * Grammar | | | | |
| **Future projects** | £59,583.09 | Laptops & tablets for children ICT | | | | |

1. **3 teacher model in Year 2**

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| **What the pupil premium is used for:**  ***3 teacher model in***  ***year 2*** | **Summary of intervention / action including details of year groups and pupils involved, and the timescale**  The cohort is streamed in to three groups according to ability for both English and mathematics four days per week.  This model is for the whole academic year, with all children in the cohort to benefit from intervention. |
| **Amount allocated to the intervention / action**  Main scale teacher =**£36751**  No of FSM in Year 2 = **30**  Pupil premium allocated to the cohort | **Specific intended outcomes: How this will improve achievement for FSM/CLA?**  This will facilitate **small group tuition**, allowing the teacher to focus exclusively on a small number of learners, both within and outside the learning environment. It will also improve pupils’ learning through **quality verbal and written feedback**.  **What will it achieve if successful?**  For all children to make accelerated progress towards SATS and teacher assessments. In particular raising the average point score in reading, writing and mathematics. |
| **Is this a new or continued activity?**  **New** | **How will this be monitored, when and by whom?**  On-going formative and summative assessments throughout the year, working towards targets. To be monitored by headteacher and KS1 phase leader.  **How will success be evidenced?**  SATs test results, teacher assessments and progress throughout the academic year |

**B: Interventions**

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| **What the pupil premium is used for:**  ***Interventions & resources***  ***Speech and Language -***  ***9 Teaching Assistants-***  ***Teacher 2days year 6 Booster and interventions*** | **Summary of intervention / action including details of year groups and pupils involved, and the timescale**   * **T.A’s provide valuable social and emotional support and keeping pupils on task** * **Provide valuable social and emotional support and keeping pupils on task.** * **Catch up literacy:** This is a 1:1 adult/child and small group reading intervention delivered by Teaching Assistants * **Catch up numeracy:** This is a 1:1 adult/child and small group pupils * maths intervention delivered by Teaching Assistants * **Phonics small groups and individual in reception, year 1 &2** * **Catch up individual reading in years 2 & 5** * **Speech and language from rec to year 6** * **Special Dyslexia programme for 4 pupils on FSM** * **Booster classes for year 6** * **1:1 Reading, Writing and Maths teacher X 2 days** |
| **Amount allocated to the intervention / action**  ***Speech and Language £11,400***  ***9 Teaching Assistants-***  ***£56,935***  ***Year 2 teacher*** | **Specific intended outcomes: How this will improve achievement for FSM/CLA. What will it achieve if successful?**  Improved results in Phonics from reception to year 2  Improved results at key stage 1 & 2  Good progress throughout the school with pupils achieving ARE.  CPD for T.A’s – T.A’s understood their role and how to fulfil their role  Phonics training  Writing training  Revised Teaching Assistant hours to enable them to work with teacher to plan and review pupils’ ……..  Placed T.A’s where data indicated – catch up |
| **Is this a new or continued activity / cost centre**  New with flexibility according to need | **How will this be monitored, when and by whom?**  Leadership team with all phase leaders responsible for relevant interventions.  **How will success be evidenced?**  Teacher assessments and pupil progress meetings throughout the academic year. |

**Case Study 3: Pastoral care**

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| **What the pupil premium is used for:**  ***Pastoral care***  ***Place2Be &Place2Talk***  ***Mid day Meals Supervisors*** | **Summary of intervention / action including details of year groups and pupils involved, and the timescale**  **Pastoral care manager**: provides well-targeted support to improve attendance, behaviour and links with families where these are barriers to a pupil’s learning.  **Counsellors - Volunteers :** This gives a forum for individual children to discuss issues around their specific needs in a confidential, safe and friendly environment.  **Family Support :** Provides a link between the school and our families. They also facilitate discussion groups with targeted children to boost self-esteem. | |
| **Amount allocated to the intervention / action**  Place to Be: **£25,447** | **Specific intended outcomes: How this will improve achievement for FSM/CLA.**  Good Pastoral Care will raise the standards of behaviour in school. Pupils with high self-esteem on behave better than those with a low self-image. Pastoral care defuses rather than escalates situations and leads to enhanced relationships between staff and pupils. This will lead to higher academic performance. There is no question that pupils with high self-esteem who are essentially content and well-motivated will work better. | |
| **Is this a new or continued activity?**  PC manager: on-going | **How will this be monitored, when and by whom?**  Monitored by the leadership team with the inclusion manager taking the lead  **How will success be evidenced?**  Teacher assessments and progress throughout the academic year. | |
| **Actual impact. ‘As a result of this action….’**  **If you plan to change this activity, what would you change to improve it?**  **Counsellor**  This group have increased their rate of progress from last year. All children have expressed their wishes for the sessions to continue. They identified the best things about counselling were that they were fun, talking about worries, learning not to get angry. They stated it would be even better if they could have more time. | | **Child specific data** |

**D: Enrichment programmes**

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| **What the pupil premium is used for:**  ***Enrichment programmes***  ***After School Clubs & Resources/ Assistance with trips*** | **Summary of intervention / action including details of year groups and pupils involved, and the timescale**  **Pupils from Year 1-6**  **Sports**: variety of sporting tournaments-football, netball and athletics  **After school clubs:** Homework,multi skills, art, music - individual, choir and orchestra  Paid for French trip for a child in year 5 |
| **Amount allocated to the intervention / action**  ***£26,595*** | **Specific intended outcomes: How this will improve achievement for FSM/CLA. What will it achieve if successful?**    Whole school trips have focused the curriculum to build on these shared experiences. When listening to the experiences of our children from areas of high deprivation as well as pupil and parent/carer voice, limited experiential opportunities were strongly evident. A lot of time was and is spent indoors on activities such as computer games. |
| **Is this a new or continued activity / cost centre**  On-going | **How will this be monitored, when and by whom? How will success be evidenced?**  P.E. Leader and Coordinator of Clubs with head teacher |

**E: CPD for all staff**

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| **What the pupil premium is used for:**  CPD for all staff | **Summary of intervention / action including details of year groups and pupils involved, and the timescale**  Staff Teachers and Teaching assistants   * training and development to ensure assessment for learning strategies are being followed consistently throughout the school * Writing support for the next 3 years * 3 days TA training programme * Phonics training * Grammar |
| **Amount allocated to the intervention / action** | Do you need to fill this in? |
| **Is this a new or continued activity / cost centre**  **NEW** | Do you need to fill this in? |