

English Martyrs’ Catholic Primary School

**The Pupil Premium and ‘Closing the Gap’ 2013- 2014**

**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 2014, 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 2013 to 2014**

* Children Year R to Year 6 who are eligible for FSM/CLA = **179 42.5%**
* Funding of Pupil premium April 2013 to March 2014 =**£953** per pupil
* Total pupil premium funding for period: **£953 x 179 = £170,587.00 plus c/f from 2012-2013 £59,683 Total £230,270**

**Closing the Gap**

**Phonics Screening Check - Year 1 pupils 58**

45 achieved expected standard

School - 78%

National - 74%

FMS pupils 20 15 achieved expected standard - 75% (78% National)

Non FSM pupils 38. 20 achieved expected standard - 79% (78% National)

Closing the gap between the FSM and non FSM - 3%

**Attainment, Average Point Scores (APS)**

**School National Closing the Gap**

All subjects all pupils 15.9 15.9

Disadvantaged pupils 15.5 14.6

Other pupils 16.2 16.4 -0.9

Reading all pupils 16.2 16.5

Disadvantaged pupils 15.8 15.0 -1.2

Other pupils 16.4 17.0

Writing all pupils 15.3 15.1

Disadvantaged pupils 14.8 13.7 -0.8

Other pupils 15.7 15.6

Maths all pupils 16.3 16.2

Disadvantaged pupils 15.9 15.0 -0.8

Other pupils 16.5 16.7

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

KS2 statutory invalidated data was published in October 2014. In terms of the pupil premium, Raise online data measures the closing the gap in several different ways.

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| **(1) Value Added 2014** | | | |
| **Overall** | **Maths** | **Reading** | **Writing** |
| 102.2 | 102.7 | 100.8 | 102.4 |
| 102.3 | 103.7 | 100.3 | 101.6 |

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| **(2) Percentage of pupils attaining Level 4 or above at KS2** | | | | | | | | | | | | | | | | | |
|  | **% Overall** | | | **% Maths** | | | | **% Reading** | | | **%Writing** | | | | **% GPS** | | |
|  | School | Nat | Diff | School | Nat | Diff | School | | Nat | Diff | | School | Nat | Diff | School | Nat | Diff |
| Disadvantaged pupils | 76 | 83 | -7 | 85 | 90 | -5 | 82 | | 92 | -10 | | 94 | 89 | 5 | 76 | 81 | -5 |
| Other pupils | 100 | 83 | 17 | 100 | 90 | 10 | 100 | | 92 | -8 | | 100 | 89 | -11 | 92 | 81 | 11 |

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| **Percentage of pupils attaining Level 5 or above at KS2** | | | | | | | | | | | | | | | | | |
|  | **% Overall** | | | **% Maths** | | | | **% Reading** | | | **% Writing** | | | | **% GPS** | | |
|  | School | Nat | Diff | School | Nat | Diff | School | | Nat | Diff | | School | Nat | Diff | School | Nat | Diff |
| Disadvantaged pupils | 24 | 29 | -5 | 45 | 48 | -3 | 48 | | 56 | -8 | | 33 | 39 | -6 | 52 | 58 | -6 |
| Other pupils | 20 | 29 | -9 | 56 | 48 | 8 | 44 | | 56 | -12 | | 40 | 39 | 1 | 68 | 58 | 10 |

**(3) The percentage of pupils achieving expected progress**

* 87% of our FSM children made expected progress in reading compared to 92% nationally.
* 97% of our FSM children made expected progress in writing compared to 94% nationally
* 90% FSM children made expected progress in mathematics compared to 91% nationally.

**The percentage of pupils achieving more than expected (MEP) progress**

* 50% of our FSM made MEP in reading compared to 34% nationally
* 57% of our FSM made MEP in writing compared to 34% nationally
* 53% of our FSM made MEP in maths compared to 38% nationally

**[4]** **Average point scores.**

Our FSM pupils scored:

* 28.3 APS in Reading compared to 29.7 APS national non FSM average
* 29.3 APS in Writing compared to 28.6 APS national non FSM average
* 28.6 APS in English Grammar, Punctuation and Spelling compared to 29.4 APS national non FSM average
* 29.5 APS in mathematics compared to 29.8 APS national non FSM average
* 29.0 APS in Reading, Writing, and Maths compared to 29.4 APS national non FSM average

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| **Key Stage 2 - 2014**  **Total cohort 58**  **FSM/CLA = 33 [57%]** | | **School**  **average** | **National average** | **School**  **FSM average** | **National**  **FSM average** | **School non FSM average** | **National non FSM average** | **Difference between red columns** |
| **All subjects** | **APS** | 29.7 | 28.7 | **29.0** | 27.0 | 30.5 | **29.4** | **-0.4** |
| **Mathematics, Reading, Writing,** | **% level 4+**  **% level 5** | 86%  22% | 79%  24% | **76%**  **24%** | 67%  12% | 100%  20% | **83%**  **29%** | **-7%**  **-5%** |
| **Mathematics** | **APS** | 30.3 | 29.0 | **29.5** | 27.2 | 31.3 | **29.8** | **-0.3** |
| **% level 4+**  **% level 5+**  **% level 6**  **Exp.progress**  **More than** | 97%  50%  16%  94%  58% | 86%  42%  **9%**  **89%**  **35%** | **85%**  **45%**  **90%**  **53%** | 78%  28%  86% | 100%  56%  100%  64% | **90%**  **48%**  **91%**  **38%** | **-5%**  **-3%**  **-1%**  **-15%** |
| **Reading** | **APS** | 28.9 | 29.0 | **28.3** | 27.5 | 29.6 | **29.7** | **-1.4** |
| **% level 4+**  **% level 5+**  **% level 6**  **Exp progress**  **More than** | 90%  47%  92%  42% | 89%  49%  **91%**  **35%** | **82%**  **48%**  **87%**  **50%** | 82%  35%  88% | 100%  44%  100%  32% | **92%**  **56%**  **92%**  **34%** | **-10%**  **-8%**  **-5%**  **16%** |
| **Writing** | **APS** | 29.4 | 27.9 | **29.3** | 29.6 | 25.1 | **28.6** | **-0.7** |
| **% level 4+**  **% level 5+**  **% level 6**  **Exp progress**  **More than** | 97%  36%  5%  98%  54% | 85%  33%  **2%**  **93%**  **33%** | **94%**  **33%**  **97%**  **57%** | 76%  20%  90% | 100%  40%  100%  50% | **89%**  **39%**  **94%**  **34%** | **+5.0%**  **-6%**  **3%**  **23%** |
| **English Grammar, Punctuation and Spelling** | **APS** | 29.6 | 28.6 | **28.6** | 26.9 | 30.8 | **29.4** | **-0.8** |
| **% level 4+**  **% level 5+**  **% level 6**  **Exp.progress**  **More than** | 83%  59%  7% | 76%  52%  **4%** | **76%**  **52%** | 66%  68% | 92%  39% | **81%**  **58%** | **-5%**  **-6%** |

**Planning and evaluation outline**

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| **What the pupil premium is used for** | **Amount allocated to the intervention / action**  170, 587 Budget 13/14  59, 683 C/F from 12/13  **£230,270 Total** | **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** | £11,421.24 | Continued activity | See full details on this action | | HT – Y 6 results  Phase leader | Accelerated progress in RWM & GPS |
| **Intervention groups** | S&L £11,400.00  7 TA’s £85,660.91 | 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 £28,618  3 M.S. £12,147.60 | Continued activity | See ‘**Pastoral care’** for full details on this action | | Leadership team and Inclusion manager | Varied. See case study for details. Actual report from P2B Health & Wellbeing of pupils in class. Improved Attainment in school |
| **Enrichment activities** | Asc £22,293.88  & Music tuition  Booster | A combination of continued and new | See ‘**Enrichment activities’** for full details on this action | | Leadership team | Provide enrichment and skills (teamwork) |
| **Resources** | £14,074.82 | Continued | Labels for learning intention and success criteria (Assessment for learning). Rec – Yr.6 | | Headteacher/Subject leaders during work scrutiny | Pupils aware and use of Learning  Intention and success criteria in their work . Promote AFL and supports effective marking and feedback |
| **Total spend** | £185,616.45 |  |  | |  |  |
| **Future projects** | £44,653.55 |  | | | | |

**1: 1:1 Teacher**

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| **What the pupil premium is used for:**  ***1:1 and booster*** | **Summary of intervention / action including details of year groups and pupils involved, and the timescale**  1:1 teacher intervention for FSM pupils in years 6 for Reading, Writing and Maths for 2 days per week |
| **Amount allocated to the intervention / action**  Main scale teacher x 2 days per week £11,421.24  No of FSM in Year 6 = **33** | **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?**  All children made accelerated progress in SATs and teacher assessments in Yr.6. . In particular raising the average point score in reading, writing and mathematics and also improving the number of pupils gaining L5 and L6 in Maths and Writing. |
| **Is this a new or continued activity?**  **Continued activity** | **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 KS2 phase leader during lens meetings and pupil progress meeting (½ termly)  **How will success be evidenced?**  SATs test results, teacher assessments and pupil progress meeting throughout the academic year |

**2: Interventions**

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| **What the pupil premium is used for:**  ***Interventions & resources***  ***Speech and Language -***  ***6 Teaching Assistants-*** | **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** * **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 (before and after school) in groups of 4 – 12 pupils** |
| **Amount allocated to the intervention / action**  ***Speech and Language £11,400***  ***7 Teaching Assistants-***  ***£85,660.91.*** | **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 , phonics results in Year 1 above the national average average.  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’ work  Placed T.A’s where data indicated – catch up (after lens meetings and PP meetings) |
| **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***  ***Learning Mentor*** | **Summary of intervention / action including details of year groups and pupils involved, and the timescale**  **P2B 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: £28,618**  **3 Meals supervisor £12,147.00** | **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 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 on-going | **How will this be monitored, when and by whom?**  Monitored by the leadership team with the Deputy Head taking the lead on behaviour.  **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**  **P2B**  Individual counselling 16 children 1:1  **P2TALK**  **The demand continues to be high and there are over 500 children. And discussions are mainly on issued of friendships and relationships.**  **Mentoring**  Transition workshops for year 6 children  **Work with parents**  Incredible years programme and parent counselling - 6 parents |

**4: Enrichment programmes**

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| **What the pupil premium is used for:**  ***Enrichment programmes***  ***After School Clubs & Resources/ Assistance with trips***  **£22,293.88** | **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 musical instruments choir and orchestra |
| **Amount allocated to the intervention / action**  ***£14,889.08*** | **Specific intended outcomes: How this will improve achievement for FSM/CLA. What will it achieve if successful?**    Increased physical activity of pupils to develop a culture of exercise and healthy living lifestyle  Reduction in obesity  Music and art to enrich pupil’s lives |
| **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 Deputy Head Teacher with Head Teacher |