

St Joseph's Catholic Primary School: Pupil Premium Report 2015-2016



Use of Pupil Premium

BACKGROUND

The Pupil Premium was introduced in April 2011 to tackle 'educational inequality' by raising achievement and improving outcomes for children from low-income families who are eligible for free school meals; also pupils in care and those from families with parents in the Armed Forces. The additional funding is made available to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds.

In 2015-2016 all children who have been eligible for free school meals at any point in the last six years are entitled to Pupil Premium Funding. The funding is worth £1300 per pupil and LAC receive £1900.

Schools have the freedom to spend the Premium in a way that they think will best support the raising of achievement for their children. The impact of the school's decisions is closely monitored by the Governing Body in relation to the progress the identified children make throughout the school year and year-on-year. In addition, Ofsted hold the school to account for the progress that Pupil Premium children make.

During 2015-16:

Number of pupils on roll (Reception – Year 6) 143

Number pupils eligible for Pupil Premium: 21% with 42% Forces children

Pupil Premium Funding received: £37680

PRINCIPLES FOR THE ALLOCATION OF FUNDING

To ensure that our Pupil Premium funding is spent in the most effective ways Governors and Senior Leaders have agreed the following principles:

- Eligibility for the Pupil Premium will never be confused with low ability; it will focus on supporting our disadvantaged and vulnerable pupils to achieve the highest levels.
- Proper analysis will be undertaken to identify where pupils are underachieving and why.
- Teaching Assistants will be trained to support pupil achievement.
- Monitoring and evaluation will be undertaken to demonstrate the impact of each aspect of spending on the outcomes for pupils.
- Our focus will be mainly on high quality teaching, rather than relying on intervention to compensate.
- Frequent use of achievement data to check effectiveness of interventions; continuously adjusting techniques to meet the needs of pupils.
- Designated Senior Leaders will have an overview of funding allocations.
- All class-based staff will be aware of the Pupil Premium children in their classes so that they can take responsibility for their progress.
- Strategies for improving attendance, behaviour or family links will be used if there is an issue.
- Performance Management of staff and Pupil Progress Meetings will include discussions about Pupil Premium children.

PROVISION Pupil Premium funding is targeted at accelerating progress to move children to at least age related expectations.

During 2015-16 we used the Premium in the following ways:

- Literacy interventions for target groups including:
 - Phonics resources
 - Every Child a Writer Intervention

- Numeracy interventions for target groups including:
 - Maths resources
 - First Class in Number

Literacy and numeracy targeted in most vulnerable year group to have additional teacher to support (Yr 2 Autumn Term/ Yr5 Spring Term)

- Extra-Curricular activities: Residential Trips, Day Trips, Dance club, Football Club

- 1:1 TA support

- Breakfast Club

- Early Years development: phonics, language and Mathematics resources

- Teacher targeted support for targeted year groups – in literacy and numeracy Yr 2 and Yr 5

- Support for new starters and leavers (TA)

- New IT resources to support learning

- HLTA time for intervention groups

- Morning booster groups

IMPACT ON PUPIL PROGRESS

Aspirational targets are set for all pupils including those for whom Pupil Premium funding is received.

Analysis of the school's pupil progress tracking information tells us that the vast majority of children for whom we receive Pupil Premium progressed. Where progress was less than expected, these children will be monitored carefully in the year ahead and interventions put in place to accelerate progress in 2016-17.

68% of children have met or exceeded national expectations for Reading. (Figures do not include Reception children)

55% of children have met or exceeded national expectations for Writing.

58% of children have met or exceeded national expectations for Maths.

Table Showing Breakdown of Pupil Premium Children by Year Group, EAL and SEN Register

Year Group	Number of Children On Pupil Premium Register	Number of Pupils with English as an Additional Language (EAL) and on PPR	Number of Pupils on Special Educational Needs Register and on PPR
Foundation Stage	17		
Year 1	13	0	3
Year 2	14	0	6
Year 3	6	1	4
Year 4	6	0	7
Year 5	11	0	1
Year 6	6	0	3
Total	72	1	23

YEAR 1 – YEAR 6

42 new children started school during 2015-16 and 18 children left

Year 6 Pupil Premium Children

Out of the six Pupil Premium children in Year 6 one joined us in January 2016

One child joined during Year 5

Only two of the Pupil Premium children from this cohort joined in Reception Class – both of these children achieved the expected standard in Reading, Maths and SPAG with one child achieving age expected in Writing.

Attendance of Pupils

Our attendance for last year for our Pupil Premium children was: 95%

Whole school 2015-2016 (Reception – Y6) 95%

	Pupil Premium	Non Pupil Premium	Cohort
Reception	95%	94%	94%
Year 1	96%	94%	95%
Year 2	96%	98%	97%
Year 3	96%	97%	96%
Year 4	96%	96%	96%
Year 5	96%	91%	93%
Year 6	90%	92%	91%