

English Martyrs Catholic Primary School, A Voluntary Academy

Pupil Premium Report Including Evaluation of Impact

2015-16

2016-17

The school is in receipt of government funding ***which is additional to main school funding*** specified as "Pupil Premium". Originally, the Pupil Premium was allocated to schools for children from low-income families who were known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings and for those children who have been looked after continuously for more than six months. Premium eligibility has been extended to include pupils who have been eligible for FSMs at any point in the last 6 years. The school also receives Early Years Pupil Premium for Nursery aged children.

National research shows that children who have been entitled to FSM (and a significantly high proportion of those who are not) also often face multiple and complex vulnerabilities which are a barrier to good achievement. Here at English Martyrs, many of our children enter school with skills significantly below those expected for their age and so have exceptionally low starting points. Our children also often face multiple and complex vulnerabilities which are a barrier to good achievement.

The profile of pupils at our school

70% of our children come from Acorn category 5 (1= wealthy achievers and 5= hard pressed), significantly above Wakefield average of 42% and correlates to our school being in the highest quintile for deprivation on RaiseonLine. The Income Deprivation Affecting Children Index (IDACI) shows that 82% of our children are in the lowest 3 deciles of the most deprived areas in the Local Authority; the school is ranked 107th out of the 114 primary schools in the LA.

However, the percentage of pupils known to be eligible for FSMs is not in the highest quintile.

Eligibility for Pupil Premium

The pupils whose parents meet the following criteria:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
- Universal Credit

These pupils are also eligible for Pupil Premium Funding:

- Those who are currently being looked after (CLA) by a local authority in England or Wales
- they have left care in England or Wales through:
 - an adoption
 - a special guardianship order
 - a child arrangement order
 - children of Service Families

If you think you meet any of the eligibility criteria, please contact the school office, especially if your child is in YR-Y2 and you have not applied for FSMs because your child receives universal infant free school meals. Universal infant free school meals is part of a separate government initiative to ensure all young children of school age have access to at least one nutritionally balanced meal per day. If you are eligible, school will receive valuable Pupil Premium Funding to help provide for the additional needs of the children who attend our school.

Determining the best way to spend Pupil Premium

At English Martyrs School, all spending relates to raising attainment. The pupil premium funding is intended to narrow the achievement gap between disadvantaged pupils and children in other groups. We aim to address these barriers in learning by providing high quality, effective intervention through group and individual support to accelerate progress. We assess the needs of the children, emotionally, socially and academically then judge the best course of action to ensure that these children are achieving in line with their peers. In some areas these interventions have been highly effective in overcoming the barriers experienced by pupil premium children. Some of the impact of our support for disadvantaged pupils is difficult to measure but can be noted in the 2017 results.

Monitoring the Impact of Spending

The individual needs of our disadvantaged children informs our decisions on spending. The school monitors the progress of children through robust systems of assessment and analysis of a wide range of soft and hard data, end of key stage expectations, supplemented with case studies and professional feedback. This analysis and information which is submitted to the Academy Council by the senior leaders is consistently validated by a national data source for schools (RAISE) which provides a clear comparative impact measure between the progress and attainment of disadvantaged children and non FSM/CLA pupils nationally.

How is English Martyrs School accountable for the Pupil Premium?

Schools are free to spend the Pupil Premium as they see fit since they are best placed to assess the needs of the children, therefore the school is held accountable for how we have used the additional funding. We are committed to ensuring that this small element of our budget is spent to maximum effect. Our robust tracking identifies which pupils are underachieving and subsequently target effective intervention and support to accelerate progress towards the expected standard. Rigorous monitoring over time will measure the impact of the interventions. Feedback from pupils and parents will further inform strategies for further progress with integrated support from other agencies and our Safeguarding and Wellbeing Officer, where necessary, to assist vulnerable families. We will endeavor to ensure that children attend school regularly, conform to behavioural expectations and receive appropriate care and support at home. We have high aspirations and ambitions for all of our pupils and this funding helps our children to achieve their very best. However, the proportion of FSM children across school does not align to the level of deprivation suggested by RAISE or IDACI. Many children who arrive in school have little or no

English and if they are new to the country they are not eligible for free school meals immediately. Cultural differences also mean that many families do not fully understand that their children are eligible for this financial support.

The following information (which is monitored termly and a summative evaluation produced at the end of the academic year) shows the amount of Premium we have received and how this was spent last year.

Pupil Premium in 2015-2016

Pupil Premium Allocation 2015-2016: £91,399		
Pupil Premium Spend	Cost	IMPACT
Teaching assistant deployed to cover interventions <ul style="list-style-type: none"> • Y6 £4000, • Y5 £7000, • Y3 £2000, • Y2 £6000, • Maths £4000 	£23,000	<ul style="list-style-type: none"> • Individualised support at all levels across wide range of year groups. • Targeted support to address misconceptions, gaps and weaknesses. • Support across more than one year group in a variety of interventions/support methods to ensure impact is maximised. • Increased pupil confidence and self-esteem. • Increased attainment • Behaviour and attitudes to learning increasing academic chances.
<ul style="list-style-type: none"> • Reading Recovery and maths intervention teacher 	£10,000	<ul style="list-style-type: none"> • Individualised one to one direct support to raise attainment and address gaps and misconceptions in learning. • Increased pupil confidence. • Increased attainment. • Targeted support with groups of children identified in assessment analysis. •
Practical investigative equipment <ul style="list-style-type: none"> • £2000 maths • £1000 science, • £500 D&T • £500 additional KS1 	£4,000	<ul style="list-style-type: none"> • Ensuring the children have increased access to practical equipment to make connections in curriculum investigations. This has ensured parity in experiential activities for all children, regardless of background.
<ul style="list-style-type: none"> • Extended enrichment activities 	£3,400	<ul style="list-style-type: none"> • To ensure any child, regardless of a family's financial situation, can access extended provision and enrichment activities.
<ul style="list-style-type: none"> • EYFS and KS1 Teaching assistant (Split between Y1 support and YN) 	£10,000	<ul style="list-style-type: none"> • Improved quality first teaching in smaller groups • Increased children working at GLD and EXS in Year 1 •
<ul style="list-style-type: none"> • Appointment of Catholic Care worker/Well-being and Safeguarding Officer 	£16,000	<ul style="list-style-type: none"> • Support given for a range of emotional, social and behavioural needs to remove barriers to learning. • Support for attendance, punctuality and family difficulties.
<ul style="list-style-type: none"> • Appointment of intervention teacher. 	£5,000	<ul style="list-style-type: none"> • support for those disadvantaged pupils premium children making poor progress/low standards of attainment.

		<ul style="list-style-type: none"> • PP children in year 6 were given support in whichever subject was deemed most vital for them to meet their targets. • Increased % of PP children working at and beyond the expected Standards of Attainment
<ul style="list-style-type: none"> • The balance was used to offset against school's expenditure on Special Educational Needs, as a significant number of pupils eligible for pupil premium funding are also identified as having additional special educational needs, this includes six pupils with Education Health Care Plans or one page profile statements of need. 		<ul style="list-style-type: none"> • PP with SEND children make accelerated small steps of progress. • Close monitoring ensures that effective personalised learning opportunities for these pupils to achieve the best in their ability.

Whilst some of the impact of this funding can be extrinsically measured in terms of attainment and rates of progress, much of it is intrinsic. It is about enabling all children to feel confident, to have good self-worth and to give parity of opportunity regardless of background.

Of the 56 children identified as Pupil Premium: only 15 have no other contextual issues that may impact on their learning (26%).

Twenty-three (41%) have identified SEND with five of the pupil premium children also having Statements of Special Educational Needs.

Eighteen (32%) of the pupil premium children are also vulnerable ie family are known to other agencies.

The impact on pupil outcomes in 2016

Key Stage 2 2016, twelve children were eligible for pupil premium funding – including three children identified with English as an Additional Language, one with a Statement of Special Educational Needs and one with a one-page profile Statement of Special Educational Needs with three more identified as having additional special educational needs. Four of the group had low prior attainment, five were deemed medium (albeit two attained L2c in all areas in KS1) and three high (albeit one of this group attained an average L2b in writing). Six of the pupils had needed emotional support, or external agency involvement with their families, in the last two years.

Attainment – school’s 2016 results	KS1		KS2	
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% at expected standard in reading, writing and maths			42%	18%
% attaining expected standard in reading	70%	80%	42%	47%
Progress in reading			-1.02	-1.61
% attaining expected standard in writing	60%	70%	50%	82%
Progress in writing			-2.7	0.11
% attaining expected standard in maths	70%	85%	50%	35%
Progress in maths			-1.92	-4.83
% at expected standard in Year 1 Phonics Screening	60%	88%		

Attainment was broadly in line with class non-disadvantaged peers for reading, better than class peers in maths but less than class peers in writing. Pupil premium group achieved better than non-disadvantaged class peers in securing combined expected standard. Whilst school’s results need to improve compared to National outcomes for both disadvantaged and non-disadvantaged, when comparing to Wakefield’s averages - our disadvantaged pupils attained comparably with Wakefield disadvantaged group for attaining expected standard and above, with those pupils who are currently in receipt of free school meals (FSM) doing very well compared to Wakefield FSM group.

Pupils without identified special educational needs or English as an Additional Language (five pupils) all met the required standard. With acceleration in reading for one pupil to attain greater depth standard (two more pupils were on the threshold for greater depth and two more pupils were on the threshold for attaining the expected standard). Given the complex additional needs of this pupil premium group, especially on going well-being and special educational needs, these results are pleasing.

However, we need more disadvantaged pupils reaching the higher/greater depth standard, particularly those pupils whose prior attainment was high at KS1; and we need progress rates to improve in all subjects.

Hence, our pupil premium funding has seen investment in reading and maths specialist teaching and intervention in Key Stage 2 for 2016/2017.

Key Stage 1 2016, ten children were eligible for pupil premium funding. Eight currently eligible for FSM. Two pupils have EHCP and one more has identified SEND. Four are from vulnerable families.

Disadvantaged pupils attained comparable to National non-disadvantaged pupils (broadly in line) at the expected standard in reading, writing and maths; with disadvantaged pupils outcomes above National non-disadvantaged outcomes for maths at greater depth.

Continued investment in resources, as outlined, is having a significant impact on the outcomes of our pupil premium children. The focus on allowing the children to experience, experiment and investigate in early years is impacting as the children progress through school; however, further intervention needs to occur to ensure previously limited experiential learning does not hinder outcomes at the higher/greater depth/exceeding standard when compared to National non-pupil premium peers.

By the end of Y2, cumulative phonics outcomes are above National outcomes for disadvantaged group and close to National average for non-disadvantaged. This equates to good use of pupil premium funding to address the literacy diet and needs of pupils from low-income families.

Pupil Premium Grant for 2016- 2017

Disadvantaged pupils	Pupil premium per pupil
Pupils in Nursery	£302.10
Pupils in year groups Reception to Year 6 recorded as Ever 6 FSM	£1,320
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	£1,400
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	£1,400
Pupils in year groups Reception to Year 6 recorded as Ever 6 service child	£300

Addressing the Barriers to Learning

Analysis of the needs of our children eligible for pupil premium indicates that there is a strong overlap between this group and those children identified as having additional special educational needs and disability; those children whose families are known to require external agency support because of vulnerability and those children whose attendance is less than National average.

In September 2016, 48/205 pupils (23%) of school population are eligible for Pupil Premium (PP) funding Only 11 (23%) have no other contextual factors beyond Pupil Premium eligibility affecting their potential to learn!

24% of school's population has identified Special Educational Needs or Disability (SEND) and 19/50 (38%) of these pupils are eligible for Pupil Premium funding ie of pupils eligible for Pupil Premium 40% (have identified additional SEND) and four have Education Health Care Plans. Disproportionately high number of pupils eligible for PP also have significant additional SEND

22% (45/205) of pupils have English as an Additional Language (EAL) with 8/45 (17%) eligible for PP – disproportionately low number of pupils with EAL are eligible for PP. A high proportion of pupils eligible for PP are from vulnerable families, 35%. A large majority of our pupil premium eligible pupils have multiple contextual factors that affect their learning, including low attendance rates.

Pupil premium funding in 2016-2017 has, therefore, been used to meet the identified needs of the current cohort of disadvantaged pupils and to address those areas as requiring improvement from analysing 2016 outcomes:

Pupil Premium Allocation 2016-2017: £89,920		
Pupil Premium Spend	Cost	IMPACT
<ul style="list-style-type: none"> • Employment of Wellbeing and Safeguarding Officer, including on costs. 	£21,500	<ul style="list-style-type: none"> • Individualised support at all levels across wide range of year groups. • Targeted support given for a range of emotional, social and behavioural needs to remove barriers to learning. • Support for attendance, punctuality and family difficulties.
<ul style="list-style-type: none"> • Deployment of additional teaching assistants 	£18,000	<ul style="list-style-type: none"> • Support across more than one year group in a variety of interventions/support methods to ensure impact is maximised. • Increased attainment in KS1 phonics and reading outcomes. • Increased attainment in KS2 reading and maths outcomes. • Increased pupil confidence and self-esteem. • Behaviour and attitudes to learning increasing academic chances. • Removal of barriers to learning.
<ul style="list-style-type: none"> • Deployment of additional teaching staff to boost KS2 outcomes in maths and literacy 	£24,500	<ul style="list-style-type: none"> • Individualised one to one direct support to raise attainment and address gaps and misconceptions in learning. • Increased pupil confidence. • Increased attainment. • Targeted support with groups of children identified in assessment analysis.
<ul style="list-style-type: none"> • Books and equipment to improve access to quality reading material 	£3,000	<ul style="list-style-type: none"> • To raise exposure to a wide range of books that children are less able to access due to library closure. • Raised attainment and interest in books.
<ul style="list-style-type: none"> • Contributions towards educational visits, participation in after school clubs and enrichment activities. 	£3,000	<ul style="list-style-type: none"> • To ensure any child, regardless of a family's financial situation, can access extended provision and enrichment activities, retreats, educational visits and residential trips. • Increase confidence and wider curricular experiences.
<ul style="list-style-type: none"> • Special Educational Needs offset against school's expenditure. (We have a shortfall of £27,000) 	£18,000	<ul style="list-style-type: none"> • A significant number of pupils eligible for pupil premium funding are also identified as having additional special educational needs, this includes six pupils with Education Health Care Plans or one page profile statements of need. • PP with SEND children make acceleration in small steps of progress.

		<ul style="list-style-type: none"> Close monitoring ensures that effective personalised learning opportunities are given to these pupils to achieve the best in their ability.
<ul style="list-style-type: none"> Contingency 	£1,920	

Attainment – school’s 2017 results	KS1		KS2	
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% at expected standard in reading, writing and maths			50%	50%
% attaining expected standard in reading	50%	77%	46%	53%
Progress in reading			-6.1	-6.8
% attaining expected standard in writing	50%	73%	85%	60%
Progress in writing			-2.1	-2.6
% attaining expected standard in maths	75%	73%	67%	62%
Progress in maths			-2.9	-3.5
% at expected standard in Year 1 Phonics Screening	67%	70%		

The Impact of PP Spending in 2016-2017

The KS2 writing intervention has had a significant impact on the writing outcomes for disadvantaged children. The gap in maths attainment has closed further this year as PP children have out-performed those children in other groups. Further work to enhance reading provision is required for next year to ensure the gap continues to close. Likewise, the progress measures in maths need to be addressed. Tutoring opportunities will be prioritised for disadvantaged pupils who have not made strong progress in KS2 during 2017-2018.

In KS1 the disadvantaged pupils performed better in maths than children in other groups. Further analysis of the achievement of current cohorts will be undertaken before finalisation of spending plans for 2017-2018.

Actions to address persistent absence and to raise attendance to be at least in line with national will be implemented as part of the School Improvement Plan for 2017-2018.

