



# Pupil premium – Impact report Summer 2018

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# The Pupil Premium:

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## What is Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After – CLA), the school receive an amount of money per head within their budget, as well as provision being made for children who have a parent in the armed services St Clare’s Catholic Primary School is committed to ensuring maximum progress for all groups of children and strives to close any gaps in achievement.

St Clare’s Catholic Primary school actively promotes equality for all staff, Governors, pupils and parents, creating a learning community where all can succeed.

We have a clear, strategic approach to use specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximise progress.

Strong leadership systems ensure that Pupil Premium funding has the necessary impact. These include an identified governor that has responsibility for pupil premium and the Deputy Headteacher; all matters relating to Pupil Premium are reported back to Governors’ Resources sub-committee, ensuring that the school is held to account for the impact of spending.

OFSTED 2014

St Clare's Catholic Primary is a larger-than-average-sized primary school.

Around 97% of the pupils are from minority ethnic groups, which is well above the national average.

More than 70% of the pupils speak English as an additional language.

The school has a 52-place nursery.

A very high number of pupils join or leave partway through their primary school education.

A large proportion change schools between Nursery and Year 6. Around 48% of pupils are eligible for the pupil premium, which is well above the national average.

In this school, the pupil premium provides additional funding for those who are known to be eligible for free school meals and a very small number who are looked after by the local authority.

Several other families are awaiting confirmation of their immigration status and their eligibility for free school meals.

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## Current Action for Pupil Premium

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Financial Year	Amount of Pupil Premium Funding
2015-16	£250,800
2016-17	£261,150
2017-18	£231,000

	2015-16	2016-17	2017-18
Number on Roll	446	427                      479	N=22 REC= 36 Y1= 63 Y2= 56 Y3= 60 Y4= 56 Y5=66 Y6 =81 total 440 Pupils
Eligible pupils	190	183 excludes Nursery(193)	145
Eligible CLA identified pupils	3	3	5

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Year by Year. Rec to Year 6 using Summer 2018 Data

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Pupil Premium Reception 2017 -18 St. Catherine GLD

Achieving	Under- achieving	Boy	Girl
√			√
	√	√	
	√	√	
	√	√	
√		√	
	√		√

2 out of the 6 are achieving, of which two are girl. 3 boys are under achieving and 1 girl.

Reception 2017 -18 St. George GLD

Achieving	Under- achieving	Boy	Girl
√		√	
√			√
√			√
√			√
	√	√	
	√		√

4 children have achieved GLD –3 of which are girls and 1 is a boy.

2 children out of the 6 have not achieved (1 boy and 1 girl)

**Pupil Premium children**

Year 1			PP Progress ARE+		
No. of Pupils	No. of PP		Reading	Writing	Maths
52	14=27%	Pupils	9	4	8
		% of PP Pupils	64%	29%	57%
		% of cohort	17%	8%	15%

Year 2			PP Progress ARE+		
No. of Pupils	No .of PP		Reading	Writing	Maths
56	19=34%	Pupils	16	15	12
		% of PP Pupils	84%	79%	63%
		% of cohort	29%	27%	21%

Year 3			PP Progress ARE+		
No. of Pupils	No .of PP		Reading	Writing	Maths
51	20=39%	Pupils	12	8	9
		% of PP Pupils	60%	40%	45%
		% of cohort	24%	16%	18%

Year 4			PP Progress ARE+		
No. of Pupils	No .of PP		Reading	Writing	Maths
60	22=37%	Pupils	13	13	11
		% of PP Pupils	59%	59%	50%
		% of cohort	22%	22%	18%

Year 5			PP Progress ARE+		
No. of Pupils	No .of PP		Reading	Writing	Maths
80	45 =56%	Pupils	8	20	9
		% of PP Pupils	18%	44%	20%
		% of cohort	10%	25%	11%

Year 6			PP Progress ARE+		
No. of Pupils	No .of PP		Reading	Writing	Maths
58	25=43%	Pupils	16	11	15
		% of PP Pupils	64%	44%	60%
		% of cohort	28%	19%	26%

Year 1		Non PP Progress ARE+		
No. of Pupils		Reading	Writing	Maths
52	Pupils	19	6	18
	% of Cohort	37%	12%	35%

Year 2		Non PP Progress ARE+		
No. of Pupils		Reading	Writing	Maths
56	Pupils	18	20	17
	% of cohort	32%	36%	30%

Year 3		Non PP Progress ARE+		
No. of Pupils		Reading	Writing	Maths
51	Pupils	14	11	16
	% of cohort	27%	22%	31%

Year 4		Non PP Progress ARE+		
No. of Pupils		Reading	Writing	Maths
60	Pupils	26	21	20
	% of cohort	43%	35%	33%

Year 5		Non PP Progress ARE+		
No. of Pupils		Reading	Writing	Maths
80	Pupils	6	11	7
	% of cohort	8%	14%	9%

Year 6		Non PP Progress ARE+		
No. of Pupils		Reading	Writing	Maths
58	Pupils	23	18	25
	% of cohort	40%	31%	43%



National attainment data : Primary. Updated 27<sup>th</sup> September 2018.

## END of Key Stage

### KS1 Data 2017/18

% meeting the expected standard.

Reading 75%

Writing 70%

Maths 76%

### KS2 Data 2017/18

% meeting the expected standard.

Reading 75%

Writing 78%

Maths 76%

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## Links to School Development Plan

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Back to Basics	Embedding Curriculum	Behaviour and Welfare
<ul style="list-style-type: none"> <li>• Moderation, Marking &amp; Feedback CPD sessions shared school moderation</li> <li>• ICT used to support learning</li> <li>• Introduce change to class organisation specified intervention groups additional support groups at lunchtime</li> <li>• Interventions focus pre and post teaching within class targeted groups</li> <li>• EAL CPD/ Provision provided by EAL Lead. Electronic tracking systems in place</li> <li>• Talk 4 writing</li> <li>• Forest School</li> <li>• Reading interventions</li> <li>• Additional classroom support</li> <li>• Word aware</li> <li>• Toe by Toe</li> <li>• Power of 2 Numeracy basic skills</li> <li>• Word Wasp</li> <li>• Cued Spelling</li> <li>• Reading support workers, Beanstalk.</li> <li>• TTRS maths timetables focus.</li> <li>• Power of Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Subject overviews</li> <li>• Planning and resources located in cloud system</li> <li>• Curriculum review and adaptation of assessment sheets begun September 2018 in Literacy</li> <li>• Objectives identified to inform lesson structure/focus</li> <li>• Book trawls and learning walks.</li> <li>• Weekly monitoring of classroom environments, resources, book trawls and questionnaires conducted by SMT</li> <li>• Weekly meetings with TA's to support learning in the classroom and intervention groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Focused mentoring sessions.</li> <li>• Link with Mayfield school</li> <li>• Behaviour policy review FOR ACADEMIC Year 2018-19</li> <li>• Withdrawal time</li> <li>• Positive reinforcement of school uniform policy. Policy reviewed September 2018</li> <li>• Electronic School noticeboards displaying information and expectations.</li> <li>• My Concern in use for accurate recording of disclosure/concerns.</li> <li>• DSL in all Phases.</li> </ul>

When reflecting and assessing the impact of the interventions that have been implemented through pupil premium, we have looked at the end of key stage results

Pupil Premium Used for	Summary of intervention/action, year group, pupils involved, time scale	Impact	Monitored by
Pre and Post teaching – Intervention based.	Whole school approach – identify children who need support in basic skills and vocabulary support <b>Reading Intervention</b> –delivered by M Duncan every morning currently supports 5 children with a further 5 in the Spring using a very specific intervention.	This Intervention works well in giving pupil confidence due to the vocabulary being used/taught and the smaller group sizes. It was targeted at the children who were achieving just under ARE. We as a school are aware that interventions have to be targeted to ensure that we focus on closing the gap between those children who are identified as vulnerable within school and nationally. This is an intervention that we will be using again next year.	Literacy Coordinator
Additional ks2 teachers	KS2 focused Supporting vulnerable cohort of children displaying high need – linked to pupil premium highlighted need	Y6 This is a large cohort having taken an in Year bulge in Year 4. High mobility across the school and new arrivals impacts on stability and T&L	SLT
Assessment through Caritas Christi other staff supporting	Whole school	All our learners benefited from this. Allowing for specific identification of PP Children and therefore specific targeted interventions to take place. This was highlighted in literacy coordinators feedback and book trawls.	Literacy Coordinator
Learning styles – Talk for writing.	Whole school – following styles through-out the year. Using it through differentiation in planning to build on engagement in lessons.	Awaiting final year data to measure impact on writing across the school	
Marking and feedback	Whole school	Whole school usage and children taking part in debates and discussions. Interschool competitions to be arranged.	SMT/SLT
Breakfast club and Attendance	Targeted families –school engagement/punctuality, with focussed interventions for reading.	Improved punctuality and children who arrive early are in a safe environment. Also allows for additional learning to take place with the focus on reading. Home visits policy written and reviewed with attendance team proactive in raising attendance offering medal incentives and trips to pupils. First day calls and follow up through home visits where needed has had a	JHL  Attendance team

		positive effect	
Learning mentor support team.	Targeted 1:1 or group work identified by class teachers or inclusion team. Work to be tailored around need, such as self-esteem, friendships or learning behaviours	The learning mentors have been invaluable across the school. The focus on learning behaviours has seen a reduction in behavioural incidents during learning time and instilling restorative conversations during play time and lunch time. Learning Mentors are proactive in their role.	Raising Standards Lead and SLT
Behaviour interventions -	Specific targeted support for children who are at risk of exclusion. Mayfield School link Extended Inclusion Team	The link to Mayfield has allowed us to refer a Year 2 child who is attending there due to his behavioural needs. This has allowed the child to be in a school setting. Child has now returned to St Clare's	SLT
Nurture Support - Lunchtime	Whole school focus. Range of focus; Play skills as well as nurture group to support peer relationships. Learning Mentors oversee lunchtime activities	Nurture support this year has been focused on staff being in the playground and supporting play skills which has seen a reduction in incidents and behaviour needing to be referred. Mr Hepburn and Mrs Maguire have been a constants presence. New resources bought for playground	Inclusion Team
Outdoor learning	Children across school with focus on real life experience and language rich environment. Forest Schools use of nature area in school.	The children's feedback on this intervention has been very positive. The staff leading the sessions have focused on language rich projects and self-confidence and this has led to conversation skills as well as building strong relationships with their peers. This has been reported by teachers.	NF
Outdoor Learning – Early years focus	Targeted early year's children with focus on real life experience and language rich environment.		NF
Mastery through personalised curriculum	Whole school approach on higher order thinking skills.	Through learning walks focus on TOOLKITS in class to develop independence as well as peer relationships. Peer assessment and collaboration now well established.	Phase leaders SENCo
Collaborative learning	Whole school approach – children taking active role in learning.		
Wider ops Music Service.	Upper KS2. <b>Birmingham Music service</b> - Year 4 whole class, cornet and clarinet lessons –promotes self-discipline, organisation skills, self-confidence and hand eye co-ordination as well as listening skills	Children experience a broader curriculum with the opportunity to learn how to play an instrument and begin to read simple music notation. Children perform in concerts and in school with the opportunity to perform at Birmingham schools Concert. Raised self-esteem and sense of	SLT

	and working together as a team.	achievement.	
Counselling services Tappy Twins.	Regular Friday am counselling sessions for children experiencing concerns. Close liaison with mentoring team to identify areas of need and actions relating to disclosures.	Children feel confident and secure to discuss issues and concerns. Understand how to channel anxiety and understand who to approach with areas of need.	Inclusion Team Senior Learning Mentor
Parental involvement and information sharing.	3 electronic noticeboards installed. Main driveway, outside KS1 area lower playground and one on upper playground.	All information and notices available throughout the day and at both morning and at home time periods of the day. Key notes addressed to children and video links to support behaviour and curriculum available to view at play and break times.	DHT/AHT(FROM 09/17)
Wider opps Grow for it.	Children in KS1 experience growing their own food, preparing it and eating it.	Children experience a broader curriculum understanding how food is produced and where it comes from. They prepare the food and understand elements of basic food preparation and food hygiene.( Life Skills)	
Educational Visits.	Children experiencing a broader curriculum relating to topics and themes studied in school. Residential visits and retreat days.	Children are included in all activities and take part in all visits and trips. Children develop independence and responsibility as well as experience new places and environments.	All staff
Targeted interventions for Numeracy and Literacy	Children identified as working below ARE who need specific input/dedicated one to one interventions.	Children growing in both ability and confidence with their numeracy and literacy skills.	Phase Leaders as part of monitoring and evaluation.

Whilst progress overall this year has shown not all children reaching 'mastery'; the skills they have learnt and the experiences they have gained directly from Pupil premium sponsored interventions and projects have shown that progress is consistent and at a good rate and that their readiness to learn and resilience is improving.

PUPIL PREMIUM SPEND Financial Year 2018.	
Pupil Premium Staff	£94,669.30
PP Artis	£500.00
PP Hardship Fund	£500.00
PP LAC	£1000
PP Parental involvement Nurse sessions Provision £1,269 Technology Rental parent info screens x3 £11,115.80 Liability -£2,520.16 <b>Sub Total £9,864.64</b>	£10,000.00
PP Forest School Hamstead Hall provision £3500.00	£7,500
<b>PP Wider Opps</b> Childrens Scrapstore £847.48 to be paid Food Purchase for Food Net 23.69 Attendance Trip Award £492.00 Lets Grow Together £1450.00 Beanstalk readers £1042.00 Primary Science Mark £750.00 <b>Sub total £3757.69</b>	£10,492.00
PP Wider Opps Educational Visits	£4000.00
PP Wider Opps Grow for it	£4,500.00
PP Wider Opps Music Service	£7,000.00
<b>TOTAL</b>	<b>£234,564.00</b>