

Pupil Premium Spending Statement 2013/14

Pupil Premium funding, which is additional to the main school funding, is used to address inequalities between children eligible for free school meals (FSM) and those children who are not. Pupil Premium Funding is therefore used to tackle disadvantage in order to reach the pupils who need it most. At St Mary's the number of children in this category is small and this can distort the data especially if other elements, such as extreme special needs, are factors.

Schools are funded Pupil Premium @ £953 per pupil (increased to £1300 from March 2014) for those whose families have registered for FSM. This includes any child who has been registered for FSM at any point during the past 6 years. Children who are, or have been, in Local Authority Care also receive extra funding.

Each school may decide how best to use the funding and they are held accountable for how it has been used to support pupils from low income families.

The total Pupil Premium funding for St Mary's Catholic Primary School for the financial year 2013/14 was £29543

Children eligible for free school meals:

Year	Number of children in the year group	Number of children who are FSM	Percentage of children that are FSM
Reception	45	1	2%
Year 1	45	3	7%
Year 2	45	6	13%
Year 3	45	2	4%
Year 4	42	4	10%
Year 5	40	6	15%
Year 6	43	4	9%
Total	305	28	9%

How we meet the needs of our pupil premium children:

Action	Cost	Impact
We organize school visits and visiting events every term to widen children's experiences and enable them to access the learning. We subsidise these trips when necessary.		Children are able to access the curriculum and make accelerated progress without extra pressure on parental budgets. The visits often enable children to who would not otherwise have such experiences to improve their knowledge.

<p>Year 6 have a week-long trip residential to an adventure centre every year. We subsidise that if we cannot find funding elsewhere.</p> <p>We subsidise our breakfast club and make sure every child eats a good breakfast every day.</p> <p>We take children in our After School Club without charge when families are in crisis and need support.</p>	<p>£1100 overall</p>	<p>Children are taught the skills to work cooperatively with others and have a week away from any family pressures. 93% of year 6 children achieved level 4+ English and maths combined in 2013\4 compared to 31% in 2009.</p> <p>Children start the day ready to learn. On track was as low as 30% in most year groups in 2009 and is now above 80%.</p> <p>Children feel safe and happy. Parents have the space to deal with issues, work or attend college, therefore, are able to give their children quality time and improved financial stability.</p>
<p>Specific training is provided for staff to run interventions eg phonics, 1st class @ number, handwriting</p>	<p>No spend 2013\14 but benefits from training previously</p>	<p>These classes are run over a fixed period of time for a small group of children. Improvements in results are accompanied by increased confidence.</p>
<p>We employ very experienced, outstanding staff who are able to support children's emotional welfare, removing barriers and enabling accelerated progress.</p>	<p>£7000+</p>	<p>See evidence of behaviour and on track above.</p>
<p>We run specific events and programmes to support pupil premium children eg Book Buzz</p>		<p>Book Buzz was a library run activity which enabled the children to read a range of genre and provided activities related to them.</p>
<p>The Literacy & Numeracy College provides small group tuition by specialist teachers</p>	<p>£12000</p>	<p>Two very experienced members of staff ran small groups which were aimed at finding and closing gaps in children's learning in Numeracy and Literacy</p>
<p>We have a Parent Support Adviser, Educational Welfare Officer and support staff who support parents to enable them to get their children to school every day and who facilitate parenting courses.</p>	<p>£6500 £2500</p>	<p>Parents and children feel supported. Parents engage with the school and children are in everyday and children are focused on their learning.</p> <p>Children who are having difficulties in family life, with loss or through personal problems are able to work on a regular basis with trained staff to re-focus their learning through reducing the impact of their problems.</p> <p>Attendance is above the national average.</p>
<p>External agencies provide additional input and support – Book Buzz through Maidenhead Library Service</p>	<p>£400</p>	<p>In certain circumstances specialist provision is required for some children, including off-site education.</p>

Impact- Percentage of pupil premium children achieving on track in comparison to none pupil premium children July 2013

2013 results applicable to that cohort of children.

Year group	Number of Children		Reading				Writing				Maths			
			Average progress		Gap		Average progress		Gap		Average progress		Gap	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
Year 1- PP	3	1	n\a	4.6	n\a	-0.15	n\a	4.00	n\a	-0.35	n\a	5.3	-0.06	0.06
Year 1- None PP	42	44	n\a	4.75			n\a	4.35			n\a	5.36		
Year 2-PP	2	7	4.7	7.00	+1.56	-0.41	4.3	6.57	+1.6	-0.4	4.3	6.57	-0.2	-0.59
Year 2- None PP	43	38	3.14	7.41			2.7	6.97			4.5	7.16		
Year 3- PP	6	2	6.00	3.00	-0.29	-1.05	6.59	3.00	-0.59	-1.67	3.00	4.0	-2.65	+0.53
Year 3- None PP	36	43	6.29	4.05			6.00	4.67			6.35	3.47		
Year 4- PP	5	4	3.00	5.00	+0.52	+0.71	3.3	3.5	+0.4	-0.34	2.3	4.0	+0.49	-0.05
Year 4- None PP	35	38	2.48	4.29			2.9	3.84			1.81	4.05		
Year 5- PP	4	6	4.00	2.67	-0.13	-0.34	5.6	2.00	+0.16	-0.41	4.4	2.0	+0.95	-1.12
Year 5- None PP	39	34	4.13	3.01			5.44	2.41			3.45	3.12		
Year 6- PP	4	4	3.00	4.0	+1.82	+2.5	3.00	3.7	-0.12	+3.0	3.00	0.4	-0.77	-3.9
Year 6- None PP	37	39	3.25	1.5			3.12	0.7			3.77	4.3		

On the whole the gap between pupil premium children and none pupil premium children is positive or is minimal. Where there is a difficulty for an individual child this is addressed with specific interventions. There are very few gaps with any statistical significance. Year 3 reflects the change of key stage expectations and for year 6 maths the fact that for the non-pp children's level 6 results had a significant affect.

Closing the Gap at Key Stage 2

Looking at the attainment of pupils at the end of year 6 the average point scores for disadvantaged pupils is positive when compared to the remainder of the cohort in reading and writing. Results in maths were very good with children making more than the expected progress from key stage 1.

Our pupil premium interventions are aimed specifically at each child. We target and encourage these children in and beyond the school day as well as targeted family support to keep attendance up and remove any barriers to learning.

The provision for every pupil premium child is monitored half termly to enable them to accelerate their progress.