

## Pupil Premium Spending Statement 2014/15

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 @ £1320 per pupil 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 of £1900.

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 2014/15 was £36220

### 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                                   | 3                              | 7%                                  |
| Year 1    | 45                                   | 1                              | 2%                                  |
| Year 2    | 45                                   | 3                              | 7%                                  |
| Year 3    | 45                                   | 7                              | 16%                                 |
| Year 4    | 45                                   | 2                              | 9%                                  |
| Year 5    | 40                                   | 4                              | 10%                                 |
| Year 6    | 40                                   | 6                              | 15%                                 |
| Total     | 305                                  | 26                             | 9%                                  |

**The 2013\14 figure was also 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.   | £100   | 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.  |
| Year 6 have a week-long trip residential to an adventure centre every year. We subsidise that if we cannot find funding elsewhere. We subsidise our breakfast club and make sure every child eats a good breakfast every day.<br><br>We take children in our After School Club without charge when families are in crisis and need support. | £500+  | 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 & 2014\15 compared to 31% in 2009. Average point score at the end of year 6 has increased to 30.9 compared to 30.3 2013\14 and 29.6 in 2012\13.<br><br>Children start the day ready to learn. On track was as low as 30% in most year groups in 2009 and is now above 90% or above in reading, writing and maths at Y2\3\4.<br><br>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. |
| Extra staffing, especially in YR&1, and time and training for staff to run interventions eg emotional & nurture support, phonics, maths, handwriting  | £7000  | The younger children have extra in class support. Booster and support classes are run over a fixed period of time for a small group of children. Improvements in results are accompanied by increased confidence.   |
| We employ very experienced, outstanding staff who are able to support children's emotional welfare, removing barriers and enabling accelerated progress.  | £6500  | The employment of a very experienced Inclusion Manager in 2014\15 increased the expertise and enabled more children to access support, nurture and transition programmes.   |
| The Literacy & Numeracy College provides small group tuition by specialist teachers   | £21000 | 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 and at extending the more able children. The college is now open 4 days a week.   |
| 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.  | £4000  | Parents and children feel supported. Parents engage with the school and children are in everyday and children are focused on their learning.<br>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. The PSA also provides an interface with other professionals who are then able to support the families.<br>Attendance is above the national average.  |

**Impact- Percentage of pupil premium children achieving on track in comparison to none pupil premium children July 2015**

2014\15 results applicable to that cohort of children. Y1-5 are teacher assessed, Y6 are end of KS2 levels.

| Year group     | Number of Children |      |      | Reading          |      |      |       |       |       | Writing          |      |      |       |       |       | Maths            |      |      |       |       |       |
|----------------|--------------------|------|------|------------------|------|------|-------|-------|-------|------------------|------|------|-------|-------|-------|------------------|------|------|-------|-------|-------|
|                |                    |      |      | Average progress |      |      | Gap   |       |       | Average progress |      |      | Gap   |       |       | Average progress |      |      | Gap   |       |       |
|                | 2013               | 2014 | 2015 | 2013             | 2014 | 2015 | 2013  | 2014  | 2015  | 2013             | 2014 | 2015 | 2013  | 2014  | 2015  | 2013             | 2014 | 2015 | 2013  | 2014  | 2015  |
| Year 1-pp      | 3                  | 1    | 1    | n\a              | n\a  | 6.00 | n\a   | n\a   | +0.57 | n\a              | n\a  | 4.00 | n\a   | n\a   | -0.69 | n\a              | n\a  | 6.00 | n\a   | n\a   | +0.46 |
| Year 1-None pp | 42                 | 44   | 44   | n\a              | n\a  | 5.43 |       |       |       | n\a              | n\a  | 4.69 |       |       |       | n\a              | n\a  | 5.54 |       |       |       |
| Year 2-pp      | 2                  | 7    | 3    | n\a              | 4.6  | 7.33 | n\a   | -0.15 | -0.41 | n\a              | 4.00 | 5.33 | n\a   | -0.35 | -1.40 | n\a              | 5.3  | 7.33 | n\a   | -0.06 | +0.09 |
| Year 2-None pp | 43                 | 38   | 42   | n\a              | 4.75 | 7.74 |       |       |       | n\a              | 4.35 | 6.73 |       |       |       | n\a              | 5.36 | 7.24 |       |       |       |
| Year 3-pp      | 6                  | 2    | 7    | 4.7              | 7.00 | 2.86 | +1.56 | -0.41 | +0.28 | 4.3              | 6.57 | 2.00 | +1.6  | -0.4  | -0.68 | 4.3              | 6.57 | 2.86 | -0.2  | -0.59 | +0.31 |
| Year 3-None pp | 36                 | 43   | 38   | 3.14             | 7.41 | 2.58 |       |       |       | 2.7              | 6.97 | 2.68 |       |       |       | 4.5              | 7.16 | 2.55 |       |       |       |
| Year 4-pp      | 5                  | 4    | 2    | 6.00             | 3.00 | 3.00 | -0.29 | -1.05 | -0.55 | 6.59             | 3.00 | 4.00 | -0.59 | -1.67 | +0.70 | 3.00             | 4.0  | 3.00 | -2.65 | +0.53 | -0.17 |
| Year 4-None pp | 35                 | 38   | 43   | 6.29             | 4.05 | 3.55 |       |       |       | 6.00             | 4.67 | 3.30 |       |       |       | 6.35             | 3.47 | 3.17 |       |       |       |
| Year 5-pp      | 4                  | 6    | 4    | 3.00             | 5.00 | 4.00 | +0.52 | +0.71 | +0.36 | 3.3              | 3.5  | 1.00 | +0.4  | -0.34 | -1.98 | 2.3              | 4.0  | 1.5  | +0.49 | -0.05 | -1.32 |
| Year 5-None pp | 39                 | 34   | 36   | 2.48             | 4.29 | 3.64 |       |       |       | 2.9              | 3.84 | 2.98 |       |       |       | 1.81             | 4.05 | 2.82 |       |       |       |
| Year 6-pp      | 4                  | 4    | 6    | 4.00             | 2.67 | 4.33 | -0.13 | -0.34 | -0.12 | 5.6              | 2.00 | 6.00 | +0.16 | -0.41 | +1.42 | 4.4              | 2.0  | 5.00 | +0.95 | -1.12 | -0.30 |
| Year 6-None pp | 37                 | 39   | 34   | 4.13             | 3.01 | 4.45 |       |       |       | 5.44             | 2.41 | 4.58 |       |       |       | 3.45             | 3.12 | 5.3  |       |       |       |

Any gaps are generally small and statistical significance is questionable with small numbers of children and broad sub-levels. In reading all the gaps are small. In writing the odd years reflect the difficulty in levelling when each year has only 1.5 sub-levels progress. For year 6 the current values are based upon assumed levels as the actual points score will not be available until late October.

#### Closing the Gap at Key Stage 2

Looking at the attainment of pupils at the end of year 6, even bearing the above in mind, the average point scores for disadvantaged pupils is positive for writing and very close to the non-pupil premium children in reading and maths. Over time, especially in the upper juniors, it can be seen that for each of the three subjects the year 6 children had closed the gap.

| Y6 cohort | 2013  | 2014  | 2015  |
|-----------|-------|-------|-------|
| Reading   | -0.13 | -0.34 | -0.12 |
| Writing   | +0.16 | -0.41 | +1.42 |
| Maths     | +0.95 | -1.12 | -0.30 |

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.