



St Raphael's Catholic Primary School

Pupil Premium Data October 2019

The Pupil Premium Grant (PPG) is additional government funding allocated to schools according to the number of pupils known to be eligible for free school meals (FSM). This was reported to the Finance Committee and the link PP governor (Mrs Bardsley) in October 2019.

Number of pupils and pupil premium grant (PPG) received 2018 19	
Total number on roll	196
Number of pupils receiving PPG@£1,320.00	40 (20.4%)
Total amount of PPG received	£52,800.00
Objectives in spending PPG:	
<ul style="list-style-type: none"> To work to eliminate the gap in terms of attainment for children in receipt of FSM and Ever6 with the children who are non PP children. To accelerate progress for children in receipt of FSM and Ever6 To promote participation in all areas of school life including extra curriculum areas for children in receipt of FSM <p>In meeting these objectives we look to put in actions around these four key questions -</p> <ol style="list-style-type: none"> Who are our PP children and are they in school? Are they ready to learn? Are they learning and making progress? Are their lives enriched? 	
Summary of PPG spending 2018-19 Action (a link to each question will be in brackets)	
<ul style="list-style-type: none"> Funding for dedicated Family Liaison TA to link with disadvantaged families to target improved attendance and removal of barriers to learning (A, B) Funding for extra TA hours to aid in facilitating interventions for Numeracy and Literacy, including Better Reading, additional Guided Reading groups and Springboard maths intervention, and to support in upper KS2 (C) Purchasing of resources to support the above interventions (C) Providing uniform and PE kit for FSM pupils (B) Subsidising trips and residential for FSM pupils (D) Funding for TA to provide dedicated PSHE help (B) Funding to provide dedicated leadership time to monitor PPG spending and impact of this (A, B, C, D) Training for intervention work for TAs (C) Providing free Breakfast Club for E6 families (A, B) Providing TA to run a Homework/ICT Club for FSM pupils (B,C) Funding for support teacher to target E6 pupils in Years 2 and 6 to improve core areas(C) Funding for extra swimming lessons for FSM pupils not reaching the National Curriculum standard (C, D) 	
Breakdown of Spending	
<u>Income 2018/2019:</u> <u>40 Children @ £1,320.00</u>	<u>£52,800.00</u>
<u>Expenditure 2018/2019:</u> <u>Staffing Costs in Support of PP Children in relation to support with attendance, intervention and progress and staff training.</u>	<u>£48,987.25</u>
<u>Resources in Support of PP Children including equipment, enrichment opportunities and extended learning.</u>	<u>£4,070.75</u>
<u>Balance</u>	<u>£-258.00</u>



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Impact of spending evidence end of KS2

The figures in the table below pertain to the data that shows how the children have achieved through school. This data includes 9 PP children and therefore each child is 11%.

From this we can see that Pupil Premium (PP) pupils at St Raphael's performed significantly better than the national (2019) in all areas in terms of ARE. However, progress scores are slightly lower than non-PP. In saying this the progress scores are still positive and significantly above National and LA. When looking at progress score, this is above positive in all areas.

When comparing the results to national floor standards for schools, the PP children's progress measure is comfortably within this.

The percentage of PP and non-PP children achieving greater depth in reading is 44% (4 out of 9 PP) (8 out of 18 nonPP). In writing the percentage of PP and non-PP children achieving greater depth is 22% (2 out of 9 PP) (4 out of 18 nonPP). In Maths there is a small difference between PP and non-PP is 22% (2 out of 9 PP) compared to 33% (6 out of 18 non PP)

Area July 2019 (unvalidated)	School 9 PP children	School 18 Non PP children	National PP	National Non PP
End of KS2 - Reading ARE	100%	89%	62%	78%
End of KS2 - Writing ARE	100%	89%	68%	83%
End of KS2 - Maths ARE	100%	94%	67%	84%
End of KS2 - RWM Combined ARE	100%	89%	51%	71%
End of KS2 – Spelling Punctuation and Grammar	100%	89%	67%	83%
	School 9 PP Children	School 18 Non PP	National Floor Target	
Progress End of KS2 - Reading	+3.35	+4.27	Data not yet available	
Progress End of KS2 - Writing	+1.92	+2.42		
Progress End of KS2 – Maths	+2.1	+5.14		

Impact of spending evidence end of KS1

The table below shows that of the 5 PP children (20% each), they did not achieve as well at the end of KS1 when compared to non PP. In saying this, when comparing their results at the start of the Key Stage we have internal evidence of reducing the gap, especially in reading and maths. Of the children who are below ARE all have interventions or family support from the Schools Inclusion and Family Liaison Officer.

When comparing the PP results to national, we can see that reading, writing and maths are slightly below (one child difference therefore statistically insignificant due to small cohort)



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Area	Y2 - 5 PP Children	Y2 - 24 Non PP	National PP	National Non PP
End of KS1 Reading ARE	60% (3 out of 5)	88% (21 out of 24)	62%	78%
End of KS1 Writing ARE	60% (3 out of 5)	88% (21 out of 24)	55%	73%
End of KS1 Maths ARE	60% (3 out of 5)	88% (21 out of 24)	63%	79%

Phonics Screening

When comparing the Phonic Screening Results there were **2 PP children and 27 non PP children. 100% PP children (2 out of 2) achieved phonics screening threshold and 93% non PP (25 out of 27) achieved phonic screening threshold.**

4 Year 2 children took the re screening. Of these 1 out of 4 was PP and achieved this pupil Phonic Screening mark. 3 out of 3 Year 2 children who were non PP did not achieve the phonic screening threshold on retest ie 0% compared to 59% nationally. (Of these 3 children 2 were SEND children)

Impact of spending evidence end of EYFS

The data in the table below relates to all children who finished the last school year. In FS2 there were 30 pupils (3PP:27 Non PP), therefore one PP child = 33%.

80% of the class achieved age related expectation of Good Learning Development (33% PP) (1 Out of 3) and 85% Non PP) (23 out of 27).

Because PP number is only 3 the gap is statistically insignificant. However, we should note that the PP are all boys and nationally boys perform lower than girls.

The table below shows the percentage of PP children at Age Related Expectation in each area compared to the non PP children.

Area	PP ARE	Non PP ARE
Listening and Attention	67% (2 out of 3)	89%
Understanding	33%	93%
Speaking	33%	93%
Managing Feelings and Behaviour	33%	89%
Self Confidence and Self Awareness	33%	96%
Making Relationships	100%	100%
Moving and Handling	100%	93%
Health and Self Care	100%	96%
Reading	33%	89%
Writing	33%	85%
Number	33%	93%
Shape, Space and Measure	33%	93%

Impact of spending evidence across school

The table below indicates that all children whether they be PP or Non PP continue to be getting results which compare well with national. Over the school there are less PP children at ARE expectation than non PP. Although this indicates an inequality, we can see from the end of Key Stage data in the tables above that the gap closes over time and ensures that the results for our disadvantaged pupils are better than most national results for all pupils. At St Raphael's PP children start significantly below their peers at EYFS this gap closes by the end of KS 1 and then by KS2 the gap is significantly reduced and even has been reversed over recent years. (See KS2 table)

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Impact of spending evidence on other areas		
<p>School has a variety of attendance initiatives to promote good attendance eg Weekly attendance awards in Assembly, half term treat for 100% attendance, badges for 100% annual attendance. We also have a first day call home for absence and our Family Liaison Officer works with all families to try to maximise attendance. Regarding the PP children this is an area we review each academic year.</p> <p>For swimming to allow as many PP children as possible to achieve the NC swimming standard the pupils have double swimming sessions.</p>		
Area	School PP Children	School
Attendance	95.3% which is an increase from 93.28% for 2017-18	96.4%
Breakfast Club	24 out of 40 (60%) of PP Children attend	NA
<u>Extra Swimming</u>	<u>19</u>	<u>12</u>
Impact of spending evidence on other areas		
Provision	Comments	Next Steps
Employment of an Inclusion / Family Liaison Manager (Strategy Aim A & B)	Support is consistently given to PP children and families through the year which ensured that the children could attend and access school and were provided with the advocate they need in school to access the full curriculum successfully. Measures were in place to tackle individual attendance issues and we have seen a small % improvement in attendance in 2018 -19. We also have seen a reduction in persistent absence.	Continue with high quality support for PP families.
Subsidising breakfast club (A & B)	Breakfast club is a popular way of ensuring children are punctual and ready to learn. Data above shows this to have a positive impact on individual's attendance and ability to work.	Continue 2019-20
Training (C)	Training in school has clearly positive impact on result as can be see through the data.	Continue 2019-20
Additional teacher in Year 6 (0.2) (C)	Teacher supports the Greater Depth and ARE of children and the end of KS2 results show this to be worthwhile.	Continue 2019-20
Intervention Strategies (B & C)	Impact on results as can be see through the data.	Continue 2019-2020
Monitoring and Training of TAs. (C)	Impact on result as can be seen through the data and by internal monitoring. Specific nurture groups for a variety of issues have allowed PP children to have a voice.	Continue 2019-20
Support with work, homework and homework strategy. (B & C)	Impact on result as can be see through the data and by internal monitoring. Incidence of PP children not completing homework reduced due to attendance at Homework Clubs and support given.	Continue 2019-20
Employment of additional teaching assistants (B & C)	Targeted at key year group and will continue for the next	Continue 2019-20



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	two years.	
Language Tuition (D)	All children received language tuition through KS 2 in French	Continue in 2019-20 with addition of KS1.
Music teacher subsidy (D)	All children had access to timetabled music lessons through the year, leading to a music assembly. PP children targeted for individual lessons and PP money used to pay for this	Continue in 2019-20 and review which PP children might benefit from extra tuition.
Subsidising trips and visits (D)	No child missed a trip due to financial reasons.	Continue in 2019 -20
Play provision (B & D)	Behaviour and safety is outstanding at school because of the collaborative play opportunities. Analysis of behaviour reports shows few incidents due to quality lunchtime provision.	Continue in 2019-20
PE development (B & D)	All children in Key Stage 1 and 2 had specialist PE teaching through the year. Strong participation in inter school competitions. This also involved increased sport provision and lunchtime, which subsequently led to good behaviour at this time. Charges for after school clubs subsidised for PP children to remove obstacle to participation.	Continue in 2019-20
Chess Teaching (C & D)	All children received chess through KS 2. Leading to lunchtime club and competitions.	Continue in 2019-20.