

St Raphael's Catholic Primary School



Pupil Premium Data October 2018

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 in October 2018.

Number of pupils and pupil premium grant (PPG) received 2017 18	
Total number on roll	189
Number of pupils receiving PPG@£1,320.00	45
Total amount of PPG received	£59,400.00
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 2016-17 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	
Income 2017/2018; 45 Children @ £1,320.00	£59,400
Expenditure 2017/2018; Staffing Costs in Support of PP Children in relation to support with attendance, intervention and progress and staff training.	£56,187
Resources in Support of PP Children including equipment, enrichment opportunities and extended learning.	£3,550
Balance	-£337

Impact of spending evidence end of KS2

The figures in the first table pertain to the data that shows how the children have achieved through school. This data includes 5 children and therefore each child is 20%.

From this we can see that all Pupil Premium (PP) pupils at St Raphael's achieved Age Related Expectations (ARE) and therefore performed better than the national (2018) in all areas in terms of ARE, including writing which was an area they were below at last year. They performed as well on this measure as the Non PP children in the school. When looking at progress score, this is above positive in all areas. This is a similar picture as last year and of the Non PP children and indicates that the PP spend is well targeted. All progress figures are predicted to be well above the national Non PP figure.

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

When comparing the PP figures to those nationally the St Raphael's percentages are well above in all areas.

Area	School 5 PP Children	School 22 Non PP	National Results
End of KS2 - Reading ARE	100%	100%	75%
End of KS2 - Writing ARE	100%	95%	78%
End of KS2 - Maths ARE	100%	100%	76%
End of KS2 - RWM Combined ARE	100%	95%	64%
End of KS2 – Spelling Punctuation and Grammar	100%	100%	78%
	School 5 PP Children	School 22 Non PP	National Floor Target
Progress End of KS2 - Reading	+4.5	+3.9	-5
Progress End of KS2 - Writing	+2.4	+1.3	-7
Progress End of KS2 – Maths	+5.8	+5.6	-5

Impact of spending evidence end of KS1

The table shows that of the 4 PP children (20% each) did not achieve as well at the end of KS1 when compared to non PP. The size of the PP group is very small and therefore it is difficult to draw conclusions from this.

In saying this, the success of PP children over their school life, indicates that the gap will close through KS2. Of the 4 children, three had not gained GLD at the end of FS, therefore as we now have 2 out of the 4 at ARE, this indicates value added progress in KS1.

Area	Y2 - 8 PP Children	Y2 - 23 Non PP	National
End of KS1 Reading ARE	50%	86%	75.5%
End of KS1 Writing ARE	50%	86%	70%
End of KS1 Maths ARE	50%	91%	76%

Phonics Screening

When comparing the Phonic Screening Results **PP children 100% and non PP 83%** achieved the Phonic Screening threshold. The numbers were 4 PP: 23 non PP. Of the re screening, all but one Year 2 children achieved the Phonic Screening mark, with all PP children achieving it.

Impact of spending evidence end of EYFS

The data to relates to all children who finished the last school year. In FS2 there were 29 pupils (1PP:2/ Non PP), therefore one PP child = 100%. 76% of the class achieved age related expectation of Good Learning Development (0%PP: 79% Non PP).

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As there was only one PP child the data nothing can be drawn from the data; however, areas to focus on for the individual child have been noted and will be addressed in the next academic year.

looking at the Baseline assessment we have evidence that all the PP children who started the year at St Raphael's were below ARE. One of these children has accelerated progress to meet ARE (GLD) by the end of the year. The others missed GLD through a variety of areas; however their less developed reading and writing skills were a key factor.

The table below shows how the percentage of PP children at Age Related Expectation in each area compared to the non PP children. As all the Non PP got GLD, there is a clear gap in this cohort.

Area	PP ARE	Non PP ARE
Good Learning Development (GLD)	0%	79%
Listening and Attention	100%	86%
Understanding	100%	82%
Speaking	100%	86%
Managing Feelings and Behaviour	0%	86%
Self Confidence and Self Awareness	100%	93%
Making Relationships	100%	86%
Moving and Handling	100%	86%
Health and Self Care	100%	93%
Reading	0%	79%
Writing	0%	79%
Number	100%	79%
Shape, Space and Measure	100%	79%

Impact of spending evidence end 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. This has been supported by the excellent year on year progress score for our PP children.

Yr	Reading ARE		Writing ARE		Maths ARE		RWM ARE	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
3	83	84	67	80	67	84	67	72
4	86	95	86	86	57	100	57	86
5	100	86	88	82	88	86	75	82

Impact of spending evidence on other areas

We have specifically targeted attendance because of a dip in 2016 17. The measures have improved attendance in both PP and Non PP children as can be seen in the table below. Although there is still a gap, this is mainly due to a small group of PP children who we gave specific tailored support to.

Our Breakfast Club continues to be a success to support the PP families.

In addition it is clear to see we are specifically targeting the PP children for extra swimming sessions.

Area	School PP Children	School
Attendance	94.03(2018 Academic Year) 93.28% (2017 Academic Year)	96.49(2018 Academic Year) 95.66% (2017 Academic Year)
Breakfast Club	28 (14%) PP Children	
Extra Swimming	17	
After Sch Intervention Monday Club	8	
Homework Tuesday Club	10	
Morning Lexia Club	7	

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Impact of spending evidence on other areas		
Provision	Comments	Next Steps
Employment of an Inclusion / Family Liaison Manager (Strategy Aim A & B)	As in previous years internal evidence shows that support was given to PP children and families through the year which ensured that the children could attend and access school. Measure were in place to tackle individual attendance issues and this has had a positive impact in 2017-18 .	Continue 2018 19
Subsidising breakfast club (A & B)	Breakfast club is a popular way of ensuring children are punctual. Data above shows this to have a positive impact on individual's attendance and ability to work.	Continue 2018 19
Training (C)	Training in school has clearly positive impact on result as can be see through the year on year data.	Continue 2018 19
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 extremely worthwhile.	Continue 2018 19
Intervention Strategies (B& C)	Impact on result as can be see through the data.	Continue 2018 19
Monitoring and Training of TAs. (C)	Impact on result as can be see through the data and by internal monitoring.	Continue 2018 19
Support with work, homework and homework strategy. (B & C)	Impact on result as can be see through the data and by internal monitoring.	Continue 2018 19
Employment of additional teaching assistants (B & C)	Targeted at key year group and will continue for the next two years.	Continue 2018 19
Language Tuition (D)	All children received language tuition through KS 2 in French	Continue 2018 19
Music teacher subsidy (D)	All children had access to timetabled music lessons through the year, leading to a music assembly.	Continue 2018 19
Subsidising trips and visits (D)	No child missed a trip due to financial reasons.	Continue 2018 19
Play provision (B & D)	Behaviour and safety is outstanding at school because of the collaborative play opportunities.	Continue 2018 19
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 will now be fully funded through the Sports Premium.	Remove 2017 18
Chess Teaching (C & D)	All children received chess through KS 2. Leading to lunchtime club and competitions.	Continue in 2017 18.