

St John Fisher Catholic Primary School

**PUPIL PREMIUN INFORMATION
SEPTEMBER 2016**



Pupil Premium Information to Parents September 2016 Impact Statement Overview

The Pupil Premium was introduced in April 2011, and paid by a means of a specific grant based on School Census figures for pupils registered and eligible for Free School Meals in Reception to Year 11, children who have been looked after continuously for more than six months and children of Service personnel.

Objectives for Pupil Premium in the school

1. The Pupil Premium will be used to provide additional education support to improve and raise standards of achievement for these pupils.
2. The funding will be used to diminish the difference between the achievement of these pupils and their peers.
3. As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

School Policy

The Headteacher and the Governing Body have agreed a policy for Pupil Premium to guide the use of funds and to ensure that it represents value for money.

Accountability

The Headteacher and Leadership Team will regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium and report to the Governing Body on its progress and impact.

We will evaluate the impact on each pupil at the end of each term through 'Pupil Progress Meetings' – which take place with class teachers and Leadership Team.

Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the interventions and 'extra' programmes which aim to raise progress. Ultimately progress and achievements in reading, writing and maths will increase and value added indicators will indicate positive outcomes for all children.

Improvement in attendance will be evident as a result of enjoyment and achievement with a creative curriculum. Children's wellbeing evidenced through behaviour and improvement in self-esteem.

Statistics

In St John Fisher the number of pupils entitled to Pupil Premium is 68 children in 2016-2017. Each pupil receives £1,320 per annum. In the current year the school received £92,380 Pupil Premium.

Strategy for Using the Funding 2016 - 2017

The school has looked carefully at the needs of each pupil and we have decided to use the following strategies:

- Providing small classes in Year 5 and 6 and small group work for pupils entitled to Pupil Premium funding with an

experienced teacher and Teaching Assistant on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement.

- 1:1 support for pupils entitled to Pupil Premium funding to help them make improved progress and to raise their standard of achievement.
- Additional teaching and learning opportunities for pupils entitled to Pupil Premium funding provided through trained support staff or external agencies to help them make improved progress and to raise their standard of achievement.
 - Acquiring effective materials for pupils aimed at raising standards, particularly in Reading, Spelling and Maths.
- Acquiring effective materials for pupils entitled to pupil premium funding which will support the more able pupil and extend their talent.
 - All our work through the Pupil Premium will be aimed at accelerating progress moving pupils entitled to Pupil Premium to at least age related expectations in Reading, Writing and Maths.
- Pupil premium resources may also be used to target able pupils entitled to pupil premium funding to the expected standards at the end of Key Stage 1 and Key Stage 2.
 - Enrichment of the Curriculum through extra-curricular clubs, educational visits, residential, music lessons.
 - Resources to enhance the curriculum including ICT development, Focussing on pupils' attitude to Learning, Engaging parents and carers.

Item	Rational	Impact Outcomes for School
Specialist music teacher Guitar Samba Drumming	Teaching children to play musical instruments such as clarinet, trumpet, flute, guitar and recorders small group and whole classes.	Fostered individual talents and skills. Refined patience and self-discipline. Self-esteem, responsibility and sense of achievement. Performed for the school community including parents and carers.
Teaching Assistants	To provide additional in-class support. Deliver RWI, Fresh Start, spelling and 1:1 phonic support	Teaching assistants deliver a variety of intervention programmes. Through the programmes they support children with gaps in their knowledge, skills and understanding. Children's individual needs are recognised and targeted more effectively.
Curriculum focus days/creative weeks	To provide the children with a range of stimuli within their education and to allow the children to broaden their education through a range of hands-on	Enrichment activities supplemented the curriculum. Strengthened Positive attitudes to school. Equips children with life skills. Encouraged collaboration.

	activities.	
Military School	To develop teamwork, and problem solving skills	Staff noticed a great impact on children's behaviour, motivation and attitude towards learning. Encouraged collaboration and willingness to support their peers
Achievement for All	Achievement for all help to raise aspirations, access and achievement of vulnerable groups	Training provided for structured conversations encouraging improved parent school relationships with improved outcomes for all children.
Financial support for residential and school trips	To enable all children to access experiences which will enhance their learning.	Provide equality of opportunity. Improved motivation. Activities provided direct and relevant experiences that deepened and enriched learning, develop key life skills, built confidence, personal social emotional development and enjoyment of school.
Breakfast and After School Club	To support families. To provide opportunities for children to socialise and eat healthy foods	FSM pupils and there families with multiple vulnerabilities are able to send children to school despite difficulties. School is able to respond to points of crisis for theses pupils minimising impact on the school day.
Booster Classes	Smaller group work to enhance learning and boost progress.	Impact at end of KS2. Reading 70% of FSM pupils achieved expected standard. Writing 70% of FSM pupils achieved the expected standard. Maths: 90% of FSM pupils achieved the expected standard.

Summary of Evidence from the evaluation of the impact of the funding 2015 -2016 Phonics at the end of Year 1

In the phonics screening, 90% of children met the expected standard, above the national average of 81%. Results in phonics testing are consistently high. Including the children who re-sat the test at the end of Year 2, 94% have now reached the expectation for entry into Year 3. This is above the national average of 91%, showing all our children make good progress in phonics.

Summary of Evidence KS1

- **At Key Stage 1**, lower prior attainment children made good progress from the end of EYFS. Progress was in line with the national average for this group in reading and writing, but better in Maths.
- Four out of the 8 disadvantaged children reached the expected standard in Reading, Writing and Maths.
- The proportion of disadvantaged pupils that met the expected standard in phonics was above the figure for non-disadvantaged pupils nationally.

Summary of Evidence from KS2

- **At Key Stage 2**, the different groups of children progressed well in reading and, out of the 4 children with SEN support, 1 child attained the expected standard and 1 attained the higher standard.

- All groups except for the 4 SEN children made good progress in writing. Just 1 of the 4 SEN children reached the expected standard.
- All groups made good progress in Maths. Three out of the 4 SEN children reached the expected standard with 1 child reaching the higher standard.
- Disadvantaged children, as a group, made good progress.
- Disadvantaged children attained in line with non-disadvantaged children in reading, slightly below in writing and well above in maths at the expected standard.
- Disadvantaged children in maths attained in line with non-disadvantaged children nationally at the higher standard (see RAISE scatter plot on page 25 for the exceptional progress of individual children).

Summary

The additional Pupil Premium funding has shown that the strategies that have been implemented with the additional funding have been successful and have had a positive impact on the progress, standards and achievement of those pupils entitled to the additional funds.