

ST MICHAEL AND ALL ANGELS CATHOLIC PRIMARY SCHOOL

PUPIL PREMIUM (2016-2017) IMPACT REPORT

2016 - 17	Total PPG	£112,718	The school receives £1320 for every pupil eligible	85 pupils are eligible for PP funding	Total Spent = £116,231
Item/Project	Cost	Outcome	Impact		
Booster 'Tutoring' Sessions Year 6/Booster Sessions	£2,000	Improvement in achievement and progress in English and maths Year 6: all children will make at least expected progress with a higher percentage making more than expected progress. A higher percentage of children will also meet ARE in reading, writing and maths at the end of KS2.	17 PP pupils in cohort of 30 pupils 8 PP pupils met expected standard in reading = 47% 11 PP pupils met expected standard in writing = 65% (increase from previous year) 11 PP pupils met expected standard in maths = 65% (increase from previous year) 8 PP pupils met expected standard in reading, writing & maths = 47% (increase from previous year) *The difference when compared to the national average has been diminished when compared to the previous year. (see below)		
Y6 intervention teacher targeting writing for 1 afternoon per week	£3500	To improve the quality of writing with a target group of children therefore raising achievement and the progress they make in writing. Increase the % of PP children working at the expected standard and at greater depth in writing.	11 out of the 17 PP children worked with during this focused intervention met the expected standard in writing.		
HLTA -1 afternoon per week targeting more able writing in Years 4 and 5 and off track PP children in Years 4 and 5	£1700	The percentage of PP children attaining higher than age related levels will increase in Years 4 and 5 with more PP learners reaching the higher levels The % of PP children working at ARE in writing in Years 4 and 5 will increase as a result of gaps led interventions being put in place when children are identified as off track.	<u>Year 4</u> – HLTA worked with a group of 10 children, 5 of whom were PP children All 5 ended the year working at ARE 4 out of the 5 children made at least expected progress <u>Year 5</u> – HLTA worked with a group of 7 children, 2 of whom were PP children Both children ended the year working above ARE Both children ended the year having made at least expected progress		
0.3 Intervention Teacher time for targeted intervention and support for PP pupils who are SEN	£5000	All PP SEN children will make at least expected progress.	See data below		
Part Funding of Additional TAs in F1 and F2	£30,000	To raise attainment and increase the % of PP children achieving a good level of development.	Slight increase in the % of pupils meeting GLD with 60% achieving GLD at the end of F2 <u>End of F2 (2017) - Overall % of children achieving GLD = 60%</u> This compares to the national average of 71% 83% of disadvantaged children achieved GLD compared to 54% of other children PP children did better than other children		
Speech and Language Therapist	£9000	Improved speech and language development through targeted support. Increased confidence.	5 PP children all made 'good' progress in speaking from the beginning of F1/F2 Early identification of speech and language issues has resulted in appropriate referrals being made to NHS and children's needs being met through appropriate intervention		

		Reducing barriers to learning by supporting children in communication.	<p>All children who worked with the speech therapist benefited from the support and work she did with them.</p> <p>The children met speech and language targets set by the speech therapist and children made individually good progress.</p> <p><u>End of F2</u></p> <p>83% of PP children working at ARE in speaking 75% of non PP children working at ARE in speaking 83% of PP children working at ARE in understanding 79% of non PP children working at ARE in understanding</p>
Part funding of Pastoral Care Worker Role	£15,000	Barriers to learning are overcome and targeted children make at least expected progress. Improved attendance levels. Increased confidence and well being for Individuals.	<p>Our Pastoral Care worker was able to work with many families supporting them in a range of ways. This has included supporting families with punctuality and attendance, supporting families who need a range of advice and guidance (e.g. with financial needs, behavioural difficulties etc.)</p> <p>Currently we have 6 families in TAF and these families are all intensively supported by the Pastoral Care Worker and in all cases the children are PP children</p> <p>The Pastoral Care Worker also works with the children from these families in school sometimes individually and sometimes in small groups.</p> <p>Families have stated her support has been invaluable and children's confidence and self esteem has grown as a result of the work done in school.</p> <p>Our Pastoral Care Worker has had a direct positive impact on the attendance of PP children due to work she has done with families. We have case studies that demonstrate how her support has improved the attendance of these PP children.</p>
Part funding of TAs attached to each year group to deliver specific interventions	£40,000	Accelerate progress by targeting individual children.	See individual year group data below
Family Support Worker	£5000	Families of disadvantaged children feel better equipped and able to support their children at home with school work etc.	<p>FSW has positively supported our 8 children in our inclusion base and has intensively supported 2 families in their homes.</p> <p>4 out of the 8 Base children are PP children</p> <p>Her support has supported school in working towards improvements in the children's emotional and social development.</p>
Software licenses for pupil tracking and assessment.	£1219 (£234 (Testbase) + £985 (TT))	Identified children will make accelerated progress as a result of the early identification of gaps in learning and focused interventions being put in place.	<p>Target Tracker pupil tracking and assessment software is being used across the school resulting in whole school consistency and shared responsibility.</p> <p>It enables off track children to be identified quickly so appropriate interventions can be put in place.</p> <p>PP children can be tracked individually and as a specific group.</p>
Payment towards enrichment activities including subsidising school trips for relevant children all of which will help enhance the curriculum.	£6000	Increased confidence, greater independence and collaborative skills. Enhance pupil participation, experience, enjoyment and opportunities.	<p>A range of enrichment activities/school trips happened for all children across the school and many were heavily subsidised through PP funding. These helped enhance the curriculum as well as providing team building, collaborative, exciting and engaging opportunities.</p> <p>Visits and enrichment opportunities subsidised by PP funding have included – whole school Pantomime, Year 6 residential to Ireland, Year 1 and 2 trips to Pizza Express and Tesco with a focus on Healthy Eating, Year 4 & 5 Narnia Experience, Y3 and Y4 Liverpool World</p>

			Museum, F1 & F2 Underwater Street, Y1 & Y2 Farmer Teds and Year 5 Theatre Clywd.
Free Homework Club twice a week after school. Additional hours allocated to TAs to provide homework & Computer Access for Pupil Premium pupils, weekly in each year group.	£1000	To support children in making at least expected progress	We were able to specifically target a number of disadvantaged pupils and families by offering toast club provision and holiday club care. This led to improved attendance and punctuality with targeted PP Children.
Whole Class music tuition for Years 4 and 6	£4200	Enhance pupil opportunities and experiences	All children in Year 4 and Year 6 were able to access music tuition on a weekly basis and learnt to play a musical instrument over the year. We ended the year with a musical concert where the children demonstrated the enormous amount of progress they had made.
Targeted extended school places (toast club, holiday club)	£2500	Giving children a good start to the day and the opportunity to take part in enrichment activities	We were able to specifically target a number of disadvantaged pupils and families by offering toast club provision and holiday club care. This led to improved attendance and punctuality with targeted PP Children.
Shakespeare Workshops	£2000	Support language and writing development. Enhance pupil participation, experience, enjoyment and opportunities.	All KS2 children accessed the Shakespeare workshop 'Hamlet' which had a positive impact on learning & particularly writing that happened following the workshop.
Beanstalk Volunteer Reading Programme	£395	Support children through additional reading opportunities in one to one sessions	Work with 4 PP children & 2 LAC children 5 out of 6 are not read to at home on a regular basis so have had intensive support twice a week from Beanstalk which has benefited them in terms of their confidence and enjoyment of reading 5 out of 6 of the pupils are working at ARE in reading

End of Key Stage 2 Data - Disadvantaged Pupils

%	2017							
	Reading		Writing		Maths		R/W/M	
	Disadv	Other	Disadv	Other	Disadv	Other	Disadv	Other
EXS (Schl)	47%	92%	65%	92%	65%	92%	47%	85%
EXS (Nat)	77%	77%	81%	81%	80%	80%	67%	67%
Diff.	-30	+15	-16	+11	-15	+8	-20	+18
GD (Schl)	6%	8%	12%	8%	6%	23%	0%	0%
GD (Nat)	29%	29%	21%	21%	27%	27%	11%	11%
Diff.	-23	-21	-9	-13	-21	-4	-11	-11

- At the expected standard, other children did better than disadvantaged children in all subjects.
- At greater depth in writing, disadvantaged children did better than other children.
- At the expected standard, in reading, the school gap has widened compared to 2016.
- But in writing, maths and R/W/M combined at the expected standard for disadvantaged pupils, the school gap has closed compared to 2016 and the gap between school disadvantaged and the national % has also closed.

School Progress Measures (Key Stage 1 to Key Stage 2)

In 2016 and 2017 to be above floor standards in terms of progress measures the school has to be –

Above a measure of -5 in Reading

Above a measure of -7 in Writing

Above a measure of -5 in Maths

Progress Measures	2017			2016		
	Reading	Writing	Maths	Reading	Writing	Maths
National Floor Standards	-5	-7	-5	-5	-7	-5
School (All Pupils)	+0.6	+1.1	+1.2	+1.33	-0.64	+1.09
School (Disadvantaged Pupils)	-0.7	+1.0	-0.4	+3.41	-1.16	+0.80
School (Not Disadvantaged)	2.2	+1.3	+3.2	-1.4	+0.0	+1.6

- KS2 progress was not significantly below average (-3) overall or for any prior attainment group in any subject.
- Disadvantaged KS2 pupils' progress – in reading, writing & maths the progress of disadvantaged children was less than other children & a key target area for the school.

End of Key Stage 1 Data - Disadvantaged Pupils

%	2017					
	Reading		Writing		Maths	
	Disadv.	Other	Disadv.	Other	Disadv.	Other
EXP (School)	58%	89%	58%	56%	58%	78%
EXP (Nat.)	79%	79%	72%	72%	79%	79%
Difference	-21	+10	-14	-16	-21	-1
GD (School)	0%	17%	8%	11%	8%	11%
GD (Nat.)	28%	28%	18%	18%	23%	23%
Difference	-28	-11	-10	-7	-15	-12

- In Reading and Maths, a higher % of other children met the expected standard than disadvantaged children however in writing disadvantaged children did better.
- A higher % of more able other children achieved the higher level than disadvantaged children.
- Expected Standard – In reading the gap between disadvantaged and other children is wider than in 2016 but in writing and maths the difference is diminishing.
- More able disadvantaged children will need to be a focus for key stage 1 so higher percentages of disadvantaged children are reaching higher levels.

Year 1 Phonics Test - % achieving expected standard

2017	All	Disadvantaged	Other
School	73%	75%	72%
National	81%	84%	84%
LA	76%	65%	81%

- A higher % of disadvantaged children met the standard than other children.

Foundation 2 Data – GLD

2017	All	Disadvantaged	Other
School	60%	83%	54%
National	71%		
LA	69%	52%	74%

- Disadvantaged children also did better than other children with a higher % of disadvantaged children achieving a GLD. This is also an increase from 2016 when 60% of disadvantaged children achieved a GLD compared to 83% in 2017. The Gap in 2016 was +2% and is now +29%. This is a result of early interventions and high levels of adult support.

Internal School Data – 2016/17

Year 1 - Pupil Premium Subgroup – End of Summer Term

	Children receiving Pupil Premium (12)		Children not receiving Pupil Premium (17)		Difference
	Met ARE	Did not meet ARE	Met ARE	Did not meet ARE	
Reading	(9) 75%	(3) 25%	(8) 47%	(9) 53%	+28
Writing	(10) 83%	(2) 17%	(8) 47%	(9) 53%	+36
Maths	(10) 83%	(2) 17%	(11) 65%	(6) 35%	+18

Year 1 - Pupil Premium/Not Pupil Premium – Steps Progress

		Pupil Premium (12)		Not Pupil Premium (17)		Difference
		✓	✗	✓	✗	
Reading	Expected Progress +	83% (10)	17% (2)	65% (11)	35% (6)	+18
	More than Expected Progress	42% (5)	58% (7)	24% (4)	76% (13)	+18
Writing	Expected Progress +	83% (10)	17% (2)	71% (12)	29% (5)	+12
	More than Expected Progress	67% (8)	33% (4)	35% (6)	65% (11)	+32
Maths	Expected Progress +	75% (9)	25% (3)	65% (11)	35% (6)	+10
	More than Expected Progress	33% (4)	67% (8)	29% (5)	71% (12)	+4

Year 1

- A higher % of Pupil Premium children than other children are working at ARE in reading, writing and maths.
- A higher % of PP children have made expected and more than expected progress.

Year 3 - Pupil Premium Subgroup - End of Summer Term

	Children receiving Pupil Premium (14)		Children not receiving Pupil Premium (16)		Difference
	Met ARE	Did not meet ARE	Met ARE	Did not meet ARE	
Reading	(8) 57%	(6) 43%	(14) 88%	(2) 12%	-31
Writing	(6) 43%	(8) 57%	(13) 81%	(3) 19%	-38
Maths	(10) 71%	(4) 29%	(12) 75%	(4) 25%	-4

Year 3 - Pupil Premium/Not Pupil Premium – Steps Progress

		Pupil Premium (14)		Not Pupil Premium (16)		Difference
		✓	✗	✓	✗	
Reading	Expected Progress +	64% (9)	36% (5)	44% (7)	56% (9)	+20
	More than Expected Progress	21% (3)	79% (11)	19% (3)	81% (13)	+2
Writing	Expected Progress +	64% (9)	36% (5)	75% (12)	25% (4)	-11
	More than Expected Progress	21% (3)	79% (11)	13% (2)	87% (14)	+8

Maths	Expected Progress +	71% (10)	29% (4)	75% (12)	25% (4)	-4
	More than Expected Progress	29% (4)	71% (10)	6% (1)	94% (15)	+23

Year 3

- A higher % of children not receiving PP are working at ARE in reading, writing and maths.
- In reading a higher % of PP children are making expected progress compared to other children but this is not true in writing and maths.

Year 4 - Pupil Premium Subgroup - End of Summer Term

	Children receiving Pupil Premium (10)		Children not receiving Pupil Premium (15)		Difference
	Met ARE	Did not meet ARE	Met ARE	Did not meet ARE	
Reading	(8) 80%	(2) 20%	(11) 73%	(4) 27%	+7
Writing	(6) 60%	(4) 40%	(10) 67%	(5) 33%	-7
Maths	(7) 70%	(3) 30%	(12) 80%	(3) 20%	-10

Year 4 - Pupil Premium/Non Pupil Premium – Steps Progress

		Pupil Premium (10)		Not Pupil Premium (15)		Difference
		✓	✗	✓	✗	
Reading	Expected Progress +	60% (6)	40% (4)	87% (13)	13% (2)	-27
	More than Expected Progress	10% (1)	90% (9)	33% (5)	67% (10)	-23
Writing	Expected Progress +	70% (7)	30% (3)	80% (12)	20% (3)	-10
	More than Expected Progress	10% (1)	90% (9)	7% (1)	93% (14)	-3
Maths	Expected Progress +	90% (9)	10% (1)	93% (14)	7% (1)	-3
	More than Expected Progress	0% (0)	100% (10)	20% (3)	80% (12)	-20

Year 4

- A higher % of PP children than other children are working at ARE in reading.
- In writing and maths, the difference is less than 10%
- A higher % of other children have made expected and more than expected progress which will be an area for development next year

Year 5 - Pupil Premium Subgroup - End of Summer Term

	Children receiving Pupil Premium (10)		Children not receiving Pupil Premium (16)		Difference
	Met ARE	Did not meet ARE	Met ARE	Did not meet ARE	
Reading	(5) 50%	(5) 50%	(14) 88%	(2) 12%	-38
Writing	(4) 40%	(6) 60%	(14) 88%	(2) 12%	-48
Maths	(2) 20%	(8) 80%	(13) 81%	(3) 19%	-61

Year 5 - Pupil Premium/Non Pupil Premium – Steps Progress

		Pupil Premium (10)		Not Pupil Premium (16)		Difference
		✓	✗	✓	✗	
Reading	Expected Progress +	60% (6)	40% (4)	88% (14)	12% (2)	+28
	More than Expected Progress	30% (3)	70% (7)	19% (3)	81% (13)	+11
Writing	Expected Progress +	90% (9)	10% (1)	100% (16)	0% (0)	-10
	More than Expected Progress	60% (6)	40% (4)	69% (11)	31% (5)	-9
Maths	Expected Progress +	50% (5)	50% (5)	81% (13)	19% (3)	-31
	More than Expected Progress	10% (1)	90% (9)	31% (5)	69% (11)	-21

Year 5

- A higher % of other children are working at ARE in reading, writing and maths and the gap is significantly high
- A higher % of other children are also making at least expected progress in reading, writing and maths