

The Pupil Premium

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. In place of the current requirements regarding information about pupil premium expenditure, schools are required to publish their "pupil premium strategy". This should include:

In the previous academic year:

- How the pupil premium allocation was spent
- The impact of the expenditure on eligible and other pupils

The current academic year:

- The amount of the school's allocation of pupil premium grant
- Details of the main barriers to educational achievement
- How the allocation will be spent to address the barriers and why these approaches were taken
- How the school will measure the impact of the pupil premium
- The date of the next pupil premium strategy review.

This expands the existing requirement to provide details on the amount of the school's allocation from the pupil premium grant, how it is intended to be spent and the effect of the expenditure on the educational attainment of the pupils. Particularly, schools will now be required to explain how the use of pupil premium may have benefited pupils who are not eligible for pupil premium funding, for example if the school has taken a whole school approach to raising standards. **Our strategy document for 2016/17 in a separate document and can be accessed via our website.**

Pupil Premium 2015/16 Allocation

In the year 2015-16, there were 69 children entitled to support through the pupil premium grant and 2 children through service grant. This amounts to £93,720 funding. We identified how best to use this income to raise attainment and support these children.

Year	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number	7	15	7	12	7	6	9	69
%age	12	25	12	20	13	13	20	18

Our aim is to narrow the gap in attainment and educational opportunity between those children attracting pupil premium funding and those children from other backgrounds.

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This money was allocated in the following ways;

Resource	Grouping	Intended Outcome	Impact	Costing
Individuals (PP + SEN)				
1.Specialist reading recovery teacher (each morning)	Individuals Y1/2/3	Daily reading recovery to raise the attainment in reading	Increase in reading ability and engagement / enjoyment in reading	£24960
Y5/6 Reading and Mathematics				
2.Release time for teacher (3 afternoons)	Individuals in Y6	To give instant feedback on learning and teach next steps in maths and so increase attainment	Effective intervention: Grouping made progress above peers in Y6. We will continue with this intervention in 2016/17.	£7488
3.Additional teacher hours (9 lessons per week)	All in Y5/6	To provide smaller teaching group in reading and mathematics to give time to focus on intervention for individuals	Groupings made similar progress in reading.	£5184
4.Daily Teaching Assistant support (half hour per day)	Group	To provide morning reading club to enable group to pre read and access the day's reading text in class	This ensured the engagement of pupils in lessons, particularly with pupils who had less reliance in main lessons. <i>See progress above.</i>	£332
Y5/6 Writing				
5.Additional teacher hours (4 lessons per week)	All in Y5/6	To provide detailed marking and feedback on writing to enable higher attainment	Effective Intervention: Group made progress above peers in Y5 and similar in Y6. This enables effective feedback and guidance for individual pupils. This will be continued into 2016/17.	£4992
Y1 Underachievement in Reading				
6.Provide an intervention teaching assist for Y1 (full time daily)	Y1 pupils	Targeted intervention using precision teaching to address individual needs	Effective Intervention: Significant improvement in phonics attainment of grouping at Y1. This intervention will be continued and rolled out into Y2 next year.	£15,300
7.Provide release time for Y1 teacher to focus on	Individuals / groups	Provide intervention for identified Y1 pupils (writing and mathematics)	Partially effective Intervention for disadvantaged: Increased attainment over cohort	£2304

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intervention (12 weeks x 6 hr)			(GLD 53% to RD 76%; WR 58% for all). Reduced gap in attainment in maths only. Intervention not continued into 3015/16.	
Y3 Underachievement				
8.Additional teacher hours to release class teachers in Y3 (10 weeks x 2hr)	Individuals / groups	Provide intervention for identified Y3 pupils	Effective Intervention: Gaps in learning reduced and ensured engagement in mathematics and reading lessons; not as effective in writing.	£640
Inclusion				
9.Breakfast club Staffing	All	To ensure that all pupils have the opportunity for a nutritious breakfast each morning	Pupils ready for learning and ensured punctuality.	£3315
10.Breakfast club and After school club fees	Individuals	Support the attendance of individuals from vulnerable families		£1200
11.Support School trips cost for individuals	Individuals	Ensure that all pupils take part in all school trips	Where there is a high level of inclusion children feel settled, confident and have a high level of resilience. This will be continued this year to ensure this level of inclusion.	£4500
12.Teaching Assistant Support daily (3 afternoons per week)	Individuals	Provide trained Teaching Assistant to focus on individual emotional needs where identified that can become a barrier to learning	Enabled pupil engagement in learning and addressed and social emotional needs. This will be continued next year and extra training sourced for practitioner.	£2632
17.Music provision (violin)	Y3/4 pupils	Provide targeted support for regular violin tuition for a group of pupils to raise attainment in music and increase self-esteem and confidence.	Improved attendance and motivation in all lessons.	£1.000
Leadership				
13.Inclusion leader (SEN + PP pupil)	Individuals	Ensure correct provision for pupils with SEN	Pupils provided with appropriate and targeted SEN provision	£2496
Individual Provision				

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14.TA to support individual with playtime provision	Individual	Provide behavioural support for identifies pupil	Effective intervention: Reduction in instances and preparation for a successful transition to secondary school	£2525
15.Teaching Assistant support (full time daily)	individual	To provide support and to enable pupil to access learning who was at risk of exclusion	Effective intervention: Improved behaviour and engagement in lessons without support (2016)	£12750
Training				
16.Provide training in speaking and listening and precision teaching for teaching assistants	Individuals	Targeted intervention for individuals to address individual needs	Training used across school to focus on key gaps in learning.	£200
			Total:	£91838

Disadvantaged Group Overall Attainment and Progress

Pupil Attainment at KS2 (Y6) – The proportion of pupils reaching the Expected Standard

	Reading			Writing			Mathematics			RD; WR; MA		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Disadvantaged	56	80	56	67	100	56	56	90	67	44	80	44
Other pupils	97	94	81	89	94	78	86	100	81	83	91	65
In school Gap	-41	-14	-25	-12	+6	-22	-30	-10	-14	-39	-11	-21

Percentage achieving expected progress – Disadvantaged pupils and others in ()

	'Expected Progress'		
	2014 (9 pupils)	2015 (9 pupils)	2016* (9 pupils)
Reading	67 (91)	100 (100)	55 (60)
Writing	89 (96)	100 (100)	44 (66)
Mathematics	89 (91)	100 (100)	56 (66)

Overall at KS2 the gap in attainment for disadvantaged pupils has been reduced over time (a part for in writing). Expected progress has increased over time with a slight reduction in progress levels in 2016, particularly in writing.

Pupil Attainment at KS1 (Y2) – The proportion of pupils reaching the Expected Standard

	Reading		Writing		Mathematics	
	School	Nat.	School	Nat.	School	Nat.
Disadvantaged	43	65	29	54	43	65
Others	71	80	59	71	67	78
Gap	-28	-15	-30	-17	-24	-11

In 2016, 45% of disadvantaged pupils had a special educational need. When considering those pupils with no specific need attainment is in line with peers.

Progress at KS1 (Y2) – the proportion of pupils making expected progress from the end of Reception to end of Y2

	Reading		Writing		Mathematics	
	Disadvantaged (7)	Others	Disadvantaged	Others	Disadvantaged	Others
School	100	81	100	86	75	74

Disadvantaged pupils in Y2 made similar progress to their peers in 2016.

Attainment in Phonics – the proportion of pupils meeting the phonics check

	2014		2015		2016	
	Disadvantaged	School	Disadvantaged	School	Disadvantaged	School
School	33	75	57	77	69	85

Disadvantaged pupils' attainment is improving year on year and closing the gap in attainment with whole school cohorts.

Pupil Attainment at EYFS (Reception) – The proportion of pupils reaching the Expected Standard

	GLD*		Prime Areas*		Literacy		Numeracy	
	School	LA.	School	LA.	School	LA.	School	LA.
Disadvantaged (5)	20	60	75	83	20	60	50	70
Others	58	74	85	89	58	75	73	82
Gap	-38		-10		-38		-23	

*Good Level of Development (a measure of the pupils all round attainment)

*Prime areas are Communication and Language; Physical Development; Personal, social and Emotional Development

Pupils in foundation attained broadly similar results in the Prime /areas but weaker in Literacy and Mathematics.