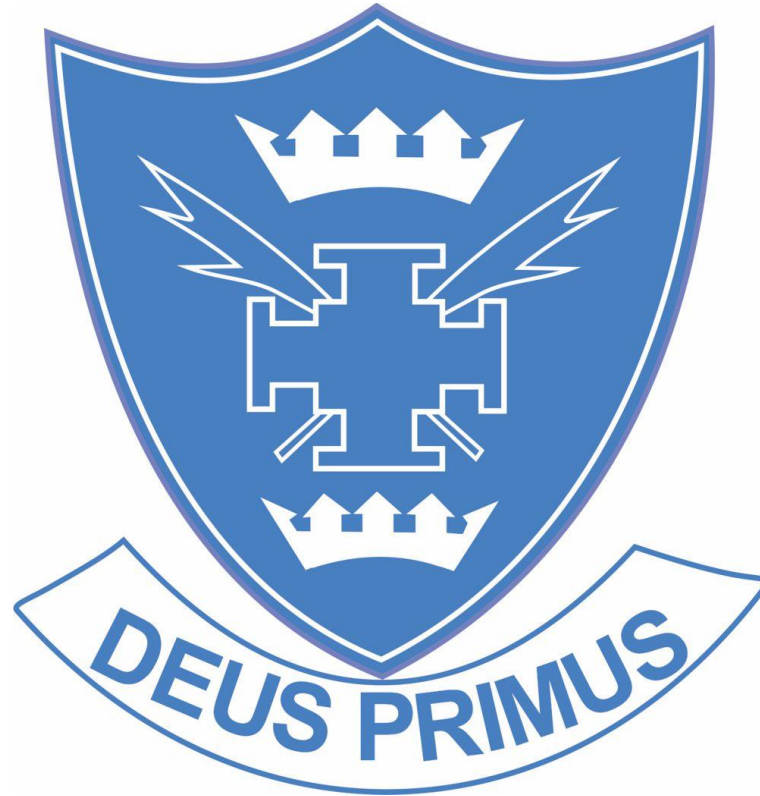


2015/16

Ss John Fisher & Thomas More Catholic Primary School



PUPIL PREMIUM REPORT

Pupil Premium Report 2015/16

OBJECTIVES		
1	IMPROVE ATTAINMENT AND ACHIEVEMENT OF DISADVANTAGED PUPILS AT SS JOHN FISHER & THOMAS MORE	£159, 972
2	IMPROVE THE ATTENDANCE AND PUNCTUALITY OF DISADVANTAGED PUPILS AT SS JOHN FISHER & THOMAS MORE	£36,839
3	IMPROVE THE RANGE OF ENRICHMENT OPPORTUNITIES AVAILABLE TO DISADVANTAGED PUPILS AT SS JOHN FISHER & THOMAS MORE	£29,268
TOTAL PLANNED SPEND		£226,079
OVERALL SUCCESS CRITERIA		OVERALL IMPACT
<ul style="list-style-type: none"> (i) To close the gap in attainment between disadvantaged pupils and others within each year group. (ii) To close the gap in attainment between disadvantaged pupils and the national average by the end of EYFS, KS1 and KS2. (iii) To ensure that all pupils can access their learning effectively within the mainstream classroom. 	<ul style="list-style-type: none"> (i) Gaps have closed and attainment for disadvantaged pupils has risen in most year groups however inconsistencies in some year groups (Y1, Y3, Y4) (ii) In general, attainment has improved and the gap has reduced, particularly in Maths. (iii) Nurture Group and Play Therapy have been effective in ensuring specific pupils are more engaged in learning. 	
<ul style="list-style-type: none"> (i) The % attendance of disadvantaged pupils in school is in line with the national average. (ii) The % of Persistently Absent (PA) pupils who are disadvantaged is lower than the national average for PA disadvantaged pupils. (iii) There is an improvement in the punctuality of disadvantaged pupils throughout the year. 	<ul style="list-style-type: none"> (i) % attendance of disadvantaged pupils is better than 2015 national average. (ii) The % of Persistently Absent (PA) pupils (below 90% attendance) who are disadvantaged is slightly higher than the 2015 national average for PA disadvantaged pupils (below 85% attendance) but has improved significantly. (iii) Punctuality rates have improved – INCLUDE FIGURES!! 	
<ul style="list-style-type: none"> (i) To ensure that disadvantaged pupils have the opportunity to take advantage of all aspects of the wider school curriculum. 	<ul style="list-style-type: none"> (i) Disadvantaged pupils have taken part in a wide range of after school clubs, events and visits throughout the year. 	

PUPIL PREMIUM FUNDING 2015/16	
	Total Amount
Pupil Premium funding	£213,290
Looked After Children Funding	£9,800
Early Years FSM Funding	£2,989
TOTAL PUPIL PREMIUM GRANT	£226,079

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OBJECTIVE 1: IMPROVE ATTAINMENT AND ACHIEVEMENT OF DISADVANTAGED PUPILS AT SS JOHN FISHER & THOMAS MORE				
ITEM/PROJECT	COST	REASON	SUCCESS CRITERIA	IMPACT
<i>What are we spending the money on?</i>		<i>Why are we spending money on this?</i>	<i>What impact are we aiming for?</i>	<i>Has it worked – what impact did it have?</i>
Every Child Counts (ECC) Initiative	£2,250	The ECC initiative enables the school to maintain the training required for 1 teacher and 3 Teaching Assistants to deliver the following Maths intervention programmes: Numbers Count 1 & 2, First Class @ Number, First Class @ Number 2, Success@Arithmetic	All staff delivering the interventions receive the training and support necessary to deliver programmes effectively.	Training updated for teacher. Termly monitoring through lesson observations, scrutiny of files completed. Sandwell tests completed.
Maths No Problem! Resources	£3,353	Resources relating to Maths No Problem! (MNP) Scheme to support the development of calculation, problem solving and reasoning skills in KS1.	Improved maths results at KS1 for disadvantaged pupils and others.	71% of all pupils achieved the expected standard (National = 73%). 63% of PP pupils achieved expected standard.
Numbers Count initiative	£20,199	To support children underachieving in maths in KS2 ensuring they close the gap to nationally expected levels.	Disadvantaged pupils receiving interventions make accelerated progress in Maths.	6 pupils completed programme - Using Sandwell Test, on average pupils made 18 months progress (Number Age) in 6 months.
1st class @ Number - Staff costs	£1,202	To provide a highly effective maths intervention which helps them get back on track and catch up with peers. <u>Focus group:</u> KS1 children working at below age related expectation (Every child has 3 30 min lessons per week 12-15 weeks.)	Disadvantaged pupils receiving intervention make accelerated progress in Maths.	7 pupils completed programme – Using Sandwell test, on average pupils increased their Number Age by 2.5 months compared to their chronological age.
1 st class @ Number 2 - Staff Costs	£1,299	To provide a highly effective maths intervention which helps them get back on track and catch up with peers. <u>Focus group:</u> Y3 & Y4 children working at below age related expectation (Every child has 3 30 min lessons per week 12-15 weeks.)	Disadvantaged pupils receiving intervention make accelerated progress in Maths.	8 pupils completed programme – Using Sandwell test, on average pupils increased their Number Age by 2.75 months compared to their chronological age.
Reading Recovery programmes	£40,869	Specific teacher support and resources for KS1 pupils who have yet to develop early reading skills to ensure that they develop the essential skills they need to make good progress in reading.	Disadvantaged pupils receiving intervention make accelerated progress in Reading.	Using the Reading Recovery Observation Survey & BAS reading test, 9 out of 13 pupils made accelerated progress.

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“Inference” intervention programme	£2,282	This programme is aimed at children working below age related expectations, who can read with some fluency but have yet to develop good comprehension skills. 2 programmes will run each term.	Disadvantaged pupils receiving intervention make accelerated progress in Reading.	All disadvantaged pupils receiving intervention made progress in reading with 7/9 (78%) on track for the expected standard in reading.
FFT reading programme	£2,598	Time allocated for 2 Teaching Assistants to run this programme. The programme is aimed at KS1 & KS2 children who need to “catch up” with reading. (30 mins per day)	Disadvantaged pupils receiving intervention make accelerated progress in Reading.	All 9 disadvantaged pupils have made good progress from their starting points at the beginning of the year however 0/9 are currently on track for the expected standard in reading.
Training for Reading interventions	£4,200	Ongoing CPD to support the teachers and TAs with the effective delivery of the Reading Recovery (RR), Inference and FFT programmes	2 Reading Recovery teachers successfully completed each term’s training requirements	Both RR teachers kept their accreditation and provided support for TAs delivering FFT and Inference interventions.
Additional teacher support in Year 6	£18,799	1 to 1 tuition and small group intervention to be provided as identified through termly Pupil Progress meetings. Additional support provided in Y6 on Mondays & Tuesdays.	Disadvantaged Y6 pupils identified make accelerated progress and achieve expected standards in KS2.	All PP Y6 pupils made accelerated progress in Y6 (in excess of 6 APS in reading, writing and maths) however, of the 24 PP pupils receiving intervention 8 pupils (33%) achieved the expected standard in reading, writing and maths combined. 20% below national figure and 7% below the school figure.
Additional teacher support in KS1	£10,235	1 to 1 tuition and small group intervention to be provided as identified through termly Pupil Progress meetings. Additional support provided in KS1 on Mondays & Tuesdays.	Disadvantaged Y6 pupils identified make accelerated progress and achieve expected standards in Y1.	In Reading, All 6 PP pupils who received intervention made accelerated progress and are working at the expected standard. In Maths, only 1 out of 4 is currently working at the expected standard.
Fine Motor Skills intervention	£2,695	Teacher to run motor skills groups on one afternoon per week to support identified pupils. The programme has been designed by the SENDCO in consultation with the Occupational Therapy service.	Identified pupils demonstrate improved co-ordination (eg improved handwriting)	Based upon the teacher assessments of pupils, 13/19 PP pupils (68%) who received intervention, have made good progress and their handwriting is now much improved.
Looked After Children (LAC)	£9,800	All LAC are supported effectively through personal education plan (PEP).	All PEPs are up to date and evaluated. LAC make good progress.	2 out of the 3 LAC pupils are currently on track to achieve the expected standard in reading, writing and maths combined.
OBJECTIVE 1 TOTAL	£159,972			

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OBJECTIVE 2: IMPROVE ATTENDANCE AND PUNCTUALITY OF DISADVANTAGED PUPILS AT SS JOHN FISHER & THOMAS MORE				
ITEM/PROJECT	COST	REASON	SUCCESS CRITERIA	IMPACT
<i>What are we spending the money on?</i>		<i>Why are we spending money on this?</i>	<i>What impact are we aiming for?</i>	<i>Has it worked – what impact did it have?</i>
Attendance Officer	£3,053	Support for the school in improving attendance and punctuality particularly for those pupils who are at risk of falling below 90%	% of PA disadvantaged pupils improves to be lower than 2016 national average.	July 2016 % of PA disadvantaged pupils (Y1 – Y6) was 6.5%. This has improved from 9.8% in December 2015. (<i>National Average for PA at below 85% attendance in 2015 was 5.4%</i>) Overall attendance for disadvantaged pupils is 95.7% (<i>National Average 2015 = 94.6%</i>)
Parent support	£27,223	Support and advice provided through Parent Support Advisor in order to increase the engagement of parents in pupils' learning. Delivery of school's attendance and punctuality policy and procedures.	% attendance of disadvantaged pupils is in line with the national average.	
Play Therapy	£11,400	1 to 1 sessions take place with children who are experiencing social, emotional or behavioural difficulties. (2 days per week – 8 children will attend each week)	SDQs for pupils accessing Play Therapy indicate improved behaviour.	Improved scores for 18/23 (78%) pupils using the SDQs on entry and exit to programme.
Nurture Group provision & Behaviour support Including training and resources	£28,791	Effective intervention / support for children in EYFS, KS1 & KS2 with significant social, emotional and behavioural needs (4 afternoons per week. Children remain in Nurture Group for between 2 and 4 terms)	Boxall Profiles for pupils accessing Nurture Group indicate improved behaviour.	4 out of 6 PP pupils have improved using the Boxall Profile scores as a measure (Diagnostic & Developmental). 2 pupils have significant SEN and additional support will be required in 16/17
Social Work support through WCAT	£5,663	To provide effective safeguarding support for vulnerable pupils through the deployment of a Social Worker employed by the Wythenshawe Catholic Academy Trust	Vulnerable pupils are continuing to attend school and make progress academically.	11 pupils supported and increased engagement by pupils and parents in school as a result.
Behaviour and Welfare - online monitoring tool	£900	To use CPOMS, an online monitoring system to track incidents of poor behaviour as well as welfare concerns in order to plan further support where required.	Improvements in behaviour – Less “blue tickets”, “time outs”. Low exclusion rates.	Improved behaviour across school – Less incidents of poor behaviour in class (reduction of time outs) and behaviour around school (reduction in blue tickets). 2 fixed term exclusions.
OBJECTIVE 2 TOTAL	£36,839			

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OBJECTIVE 3: IMPROVE THE RANGE OF ENRICHMENT OPPORTUNITIES AVAILABLE TO DISADVANTAGED PUPILS AT SS JOHN FISHER & THOMAS MORE				
ITEM/PROJECT	COST	REASON	SUCCESS CRITERIA	IMPACT
<i>What are we spending the money on?</i>		<i>Why are we spending money on this?</i>	<i>What impact are we aiming for?</i>	<i>Has it worked – what impact did it have?</i>
WOW Zone	£4,000	After School Study Support group for Year 6 pupils. The focus is on improving Literacy and Maths skills through the use of ICT. (2 x 6 week blocks in the year)	Disadvantaged pupils access WOW Zone and successfully complete programme.	19 PP pupils successfully completed the WOW Zone Study Support programme and received their certificates (see evaluation pack)
Reach Out University Mentoring programme	£2,000	Academic mentoring programme which provides 1 to 1 support for Y6 pupils who are at risk of not attaining the expected levels in Maths and Grammar, Punctuation & Spelling by the end of KS2. (Each week from November until May)	Disadvantaged pupils receiving Reach Out make accelerated progress in Y6 and achieve the expected standard in Maths & SPaG.	Of the 11 PP pupils who completed the English programme, 4 (36%) achieved the expected standard in SPaG compared to school figure of 58%. Of the 10 PP pupils who completed the Maths programme, 6 (60%) achieved the expected standard compared to school figure of 70%.
After school clubs	£9,268	Curricular enrichment activities and resources provided for pupils on 4 nights per week which are free to parents including arts, music and debating.	Disadvantaged pupils access the after school clubs provided.	On average 16 pupils regularly attended the after school provision each evening.
Funding places and transport costs for school residential trips and visits.	£10,000	To enhance the curriculum, ensuring all children are able to participate and to give children the opportunity to experience new and challenging activities.	Disadvantaged pupils attend school trips and residential visits	All classes were able to offer at least 1 school trip within the year for all pupils to attend. Y6 residential – 36 / 40 pupils attended.
KS2 Fruit Scheme	£4,000	Fruit purchased each day for all KS2 pupils who wish to have it. The aims are to increase fruit and vegetable consumption amongst the children and, in turn, encourage all pupils to develop healthy eating habits.	KS2 pupils continue to receive fruit each day.	44 pupils eat a piece of fruit daily.
OBJECTIVE 3 TOTAL	£29,268			

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Year Group	National Average	GLD	End of Last Year			National Gap	Term 1			Term2			Term 3		
			PP	Non PP	GAP		PP	Non PP	GAP	PP	Non PP	GAP	PP	Non PP	GAP
EYFS	66%	56%	38	54	-16	-19%							44	67	-23
Year 1	R						45	61	-16	45	61	-16	64	83	-19
	W						82	100	-18	36	61	-25	55	78	-23
	M						91	100	-9	77	87	-10	59	74	-15
Year 2 SATS 2016	R - 74		57	62	-5		42	40	+2	63	68	-5	58	68	-10
	W - 65		48	57	-9		38	50	-12	54	74	-20	58	68	-10
	M - 73		52	76	-24		58	90	-32	83	100	-17	63	84	-21
Year 3	R		32	71	-39		31	71	-40	38	75	-37	24	69	-45
	W		11	59	-48		21	41	-20	31	50	-19	45	81	-36
	M		25	59	-34		38	53	-15	69	81	-12	69	75	-6
Year 4	R		44	47	-3		62	60	+2	69	67	+2	54	73	-19
	W		32	47	-15		62	67	-5	65	67	-2	46	53	-7
	M		38	47	-9		84	87	-3	81	87	-6	79	87	-8
Year 5	R		33	67	-34		54	67	-13	63	75	-12	65	58	+7
	W		17	42	-25		29	42	-13	38	58	-20	52	58	-6
	M		21	42	-21		50	67	-17	63	83	-20	70	83	-13
Year 6 SATS 2016	R - 66		24	46	-22	-9%	61	83	-22	78	92	-14	40	54	-14
	W - 74		21	46	-25	-11%	32	67	-35	63	83	-20	59	77	-18
	M - 70		54	62	-8	-10%	61	83	-22	70	92	-22	63	85	-22

= ≤ -10%

= > -10%

= positive gap