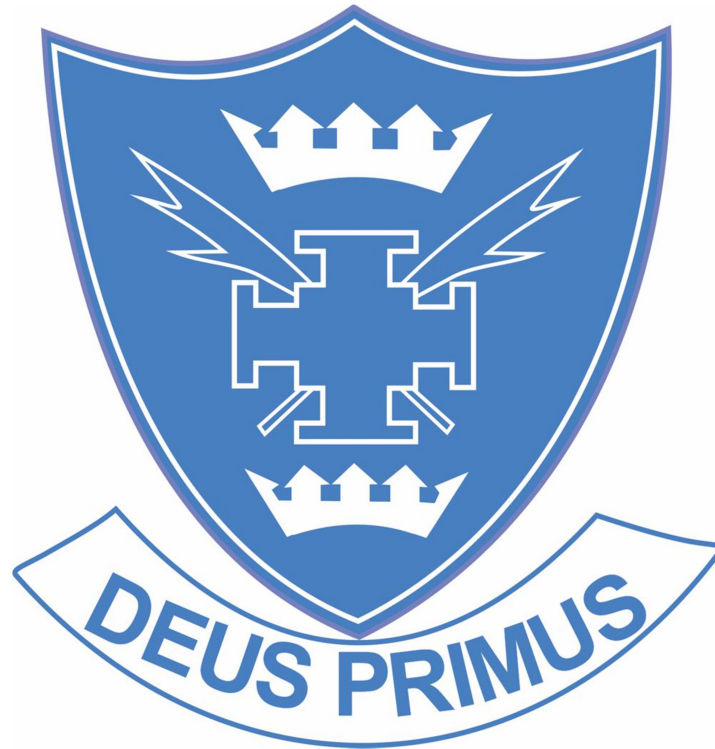


2018/19

Ss John Fisher & Thomas More Catholic Primary School



PUPIL PREMIUM SPENDING PLAN

Evaluation – September 2019

Pupil Premium Report 2018/19

OBJECTIVES		
1	CONTINUE TO IMPROVE THE ACHIEVEMENT OF DISADVANTAGED PUPILS IN READING, WRITING & SPELLING	£95,835
2	CONTINUE TO IMPROVE THE ACHIEVEMENT OF DISADVANTAGED PUPILS IN MATHS	£53,435
3	CONTINUE TO IMPROVE THE ATTENDANCE AND PUNCTUALITY OF DISADVANTAGED PUPILS	£10,000
4	INCREASE THE PARTICIPATION OF DISADVANTAGED PUPILS IN ALL ASPECTS OF SCHOOL CURRICULUM	£35,867
TOTAL PLANNED SPEND		£195,137

PUPIL PREMIUM RATIONALE

Our Pupil Premium (PP) allocation will be used to raise the standards of disadvantaged pupils across the school by:

- Continuing to improve their achievement in reading, writing and spelling in all year groups.
- Continuing to improve their achievement in maths in all year groups.
- Continuing to improve their attendance and punctuality in all year groups.
- Increasing their participation in all aspects of the school curriculum.

Each intervention that will take place is described in this plan. The impact of each intervention will be measured through assessments which will take place in December 2018, April 2019, July 2019. To support teacher assessments, Maths (PUMA) & Reading (PIRA) tests will be used at key points during the year. Rising Stars test will be used for Grammar, Punctuation & Spelling as well as assessments within the Read, Write Inc (RWI) Spelling programme. Writing moderation will be conducted with external consultants on a half-termly basis. Additional assessment information (eg Boxall Profile, attendance & punctuality data etc) will also be used where appropriate and this will be recorded on the overview sheet for each intervention. The plan will be reviewed in December 2018, April 2019 and July 2019.

Barriers

- Pupils enter school with very low rates of language and literacy. Many pupils do not read regularly at home and do not have access to a wide range of literary materials.
- Many Pupils enter school with very low rates of numeracy and parents often lack confidence in being able to support their children at home.
- Some of our families face many social and economic challenges and do not always see regular school attendance and punctuality as a high priority.
- Many pupils need wider opportunities through school to raise self-esteem, develop social skills and to raise their aspirations.

PUPIL PREMIUM FUNDING 2018/19	
	Total Amount
Pupil Premium funding	£192,720
Early Years Pupil Premium funding	£2,417
TOTAL PUPIL PREMIUM GRANT	£195,137

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OBJECTIVE 1: CONTINUE TO IMPROVE THE ACHIEVEMENT OF DISADVANTAGED PUPILS IN READING, WRITING & SPELLING				
CODE	ITEM/PROJECT	COST	EVALUATION	SUCCESS CRITERIA
	<i>What are we spending the money on?</i>		<i>How effective has each project been?</i>	<i>What impact were we aiming for?</i>
A	KS1 additional teachers for Literacy lessons each morning. (Mrs Horley & Mrs Logan-Price)	£12,000	<p>This enabled Y1 and Y2 Literacy lessons (RWI Phonics, Reading Skills, RWI Literacy & Language) to be taught in smaller classes. Teachers and TAs provided focused support for disadvantaged pupils across KS1 including those who did not meet the required standard in the Y1 phonics check</p> <p><u>Outcomes</u></p> <ul style="list-style-type: none"> • <i>The RWI Phonics programme continues to be a great success with 84% of the Y1 cohort achieving the national standard in the 2019 Phonics Check which was 2% above the national average</i> • <i>In Y1, disadvantaged pupils made accelerated progress with 92% achieved ARE in Reading and 75% in Writing</i> • <i>In Y2, disadvantaged pupils made progress with 7/12 (58%) achieving the expected standard or higher in Reading and Writing.</i> 	<p>Y1 – 71% of PP group to attain the expected standard in Reading & 63% of PP group to attain the expected standard in Writing</p> <p>Y2 – 75% of PP group to attain the expected standard in Reading & 67% of PP group to attain the expected standard in Writing</p>
B	Lower KS2 additional teacher for Literacy lessons each morning. (Miss Corrigan)	£10,335	<p>This enabled Y3 and Y4 Literacy lessons (RWI Phonics, Reading Skills, RWI Literacy & Language) to be taught in smaller classes. Teachers and TAs provided focused support for disadvantaged pupils across Lower KS2 including support for those who did not meet the required standard in the Y2 phonics check</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> • <i>On the whole standards have continued to rise in Y3 & Y4 in Reading and Writing and they remain in line with national averages</i> • <i>In Y3, (12/16) 75% of disadvantaged pupils are at ARE in reading / (11/16) 69% are at ARE in writing</i> • <i>In Y4, (14/21) 67% of disadvantaged pupils are at ARE in reading / (13/21) 62% are at ARE in writing.</i> 	<p>Y3 – 70% of PP group to attain the expected standard in Reading & 67% of PP group to attain the expected standard in Writing</p> <p>Y4 – 76% of PP group to attain the expected standard in Reading & 71% of PP group to attain the expected standard in Writing</p>

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<p>C</p>	<p>Small class sizes in Upper KS2. A second Assistant Headteacher (AHT) has been employed</p>	<p>£12,000</p>	<p>This enabled Y5 and Y6 to be taught in smaller classes with focused support provided for those pupils who required it. The SLT were able to provide coaching and support to teachers ensuring that all Literacy lessons were of a high standard and met the needs of disadvantaged pupils.</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> • <i>The Reading progress score for disadvantaged pupils was -0.92 which is within the average range nationally</i> • <i>The Writing progress score for disadvantaged pupils was +2.6 which is above the national average</i> • <i>Y5 – (17/26) 65% of disadvantaged pupils are at ARE in reading / (13/26) 50% are at ARE in writing</i> • <i>Y6 – (16/26) 62% of disadvantaged pupils are at ARE in reading / (20/26) 77% are at ARE in writing</i> 	<p>Y5 - 69% of PP group to attain the expected standard in Reading & 65% of PP group to attain the expected standard in Writing Y6 – 77% of PP group to attain the expected standard in Reading & 73% of PP group to attain the expected standard in Writing</p>
<p>D</p>	<p>RWI 1 to 1 tuition takes place across the school – Target pupils will receive 4 lessons per week.</p>	<p>£25,000</p>	<p>Specific teacher and TA support was provided for KS1 & KS2 pupils who had not developed their early reading skills of fluency and decoding. These lessons were very effective and received positive feedback from RWI consultants and through external monitoring (LA). The school was also chosen to host one of the DfE Phonics Roadshows to showcase the excellent practice of the school in delivering effective Reading lessons particularly for those pupils who struggle most.</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> • <i>Y1 – (11/12) 92% of disadvantaged pupils passed their Phonics Check</i> • <i>Y2 – All Y2 pupils passed their Phonics Re-check</i> • <i>Y3 – All of the 7 members of the group have made good progress with only 4 pupils with SEND now remaining on the Phonics programme.</i> • <i>Y4 – (2/4) 50% of the pupils in the group have made good progress completing the programme. Only 2 pupils with SEND now remain on the programme.</i> 	<p>Y1 – 90% of PP group pass their national Phonics Check Y2 – 90% of PP group pass their Phonics Check in KS1 Y3 – 57% of PP group complete the RWI Phonics programme Y4 – 50% of PP group complete the RWI Phonics programme</p>
<p>E</p>	<p>RWI Fresh Start programme to implemented with Y5 pupils and Y6 pupils</p>	<p>£7,000</p>	<p>RWI Fresh Start programme enabled pupils to improve their fluency and decoding skills quickly whilst also focusing of developing their inferential and comprehension skills. 2 groups were delivered each week by a trained TA. In most cases pupils made excellent progress in reading with some pupils achieving ARE in Y6 & Y5.</p>	<p>Y5 – 100% of group to complete the RWI Fresh Start programme Y6 – 67% of group to complete the RWI Fresh Start programme</p>

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			<p><u>Outcomes:</u></p> <ul style="list-style-type: none"> Y5 – All pupils progressed and completed the Fresh Start programme Y6 – (2/3) 67% of the group completed the Phonics programme. 1 of these pupils also achieved the 'expected standard in his Reading SAT. 	
F	Mentoring programme for target pupils in KS2 conducted by Deputy Head teacher/Assistant Headteachers	£11,000	<p>Pupil Premium pupils were provided with weekly mentoring sessions which focused on their curricular targets for writing and spelling. Each session enabled each pupil to have a quality time with a trained adult who can give them precise feedback on how to improve their work.</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> The Writing progress score for disadvantaged pupils was +2.6 which is above the national average All Y6 pupils made significant progress in their writing with 2 achieving as a result of the mentoring sessions. The progress of disadvantaged pupils in Y5 was not as strong as in Y6. 	<p>Y5 - 65% of PP group to attain the expected standard in Writing</p> <p>Y6 - 73% of PP group to attain the expected standard in Writing</p>
G	<p>Booster classes for pupils in Y5 & Y6 classes to accelerate progress in reading, writing and spelling.</p> <p><i>This will take place in the Spring term.</i></p>	£2,500	This intervention did not take place due to changes in staffing	
H	Implementation of the RWI Spelling programme from Y3 to Y6 with additional teachers deployed to ensure that pupils are taught in small focused groups each day	£10,000	<p>Spelling is an area which needs to improve in all year groups particularly for those who are disadvantaged. Pupils were carefully assessed each half term and grouped according to their spelling needs. They were taught in small focused groups for 15 minutes each day.</p> <p>Spelling is improving across the school.</p> <p><u>Outcomes</u></p> <ul style="list-style-type: none"> The % of Y6 attaining ARE remained the same as summer 2018 The % of Y5 attaining ARE has improved by 4% since summer 2018 The % of Y4 attaining ARE has improved by 14% since summer 2018 	<p>To achieve the expected standard in Grammar, Punctuation & Spelling:</p> <p>Y3 – 67% (PP)</p> <p>Y4 – 74% (PP)</p> <p>Y5 – 68% (PP)</p> <p>Y6 – 73% (PP)</p>

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			<ul style="list-style-type: none"> The % of Y3 attaining ARE has remained the same since summer 2018 	
I	Daily Readers within each class supported by teacher and TAs	£6,000	<p>Each teacher identified 4-6 pupils that may not have the opportunity to read on a daily basis. Pupils demonstrate very positive attitudes towards reading across the school.</p> <p><u>Outcomes</u></p> <ul style="list-style-type: none"> Y6 reading attainment (disadvantaged pupils) has remained 15% lower than others nationally (2018) Y5 reading attainment gap (disadvantaged) has closed to 12% with others nationally (2018) Y4 reading attainment gap (disadvantaged) is now 10% lower than others nationally (2018) Y3 reading attainment (disadvantaged) is broadly in line with others nationally (2018) Y2 reading attainment gap (disadvantaged) needs to close further as it is 20% lower than others nationally (2018) Y1 reading attainment (disadvantaged) is above others nationally (2018) 	All pupils to make accelerated progress moving up to the next "band" as measured using the school's tracking system
OBJECTIVE 1 TOTAL		£95,835		

OBJECTIVE 2: CONTINUE TO IMPROVE THE ACHIEVEMENT OF DISADVANTAGED PUPILS IN MATHS				
CODE	ITEM/PROJECT	COST	EVALUATION	SUCCESS CRITERIA
	<i>What are we spending the money on?</i>		<i>How effective has each project been?</i>	<i>What impact were we aiming for?</i>
J	KS1 additional teachers for Maths lessons on 5 mornings a week (Mrs Horley & Mrs Logan Price)	£8,900	<p>Y1 and Y2 Maths lessons were taught throughout the year in smaller classes. This enabled teachers and TAs to provide focused support for disadvantaged pupils across KS1 when required.</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> 92% of disadvantaged pupils in Y1 are currently at the expected standard in 	<p>Y1 - 75% of PP group to attain the expected standard</p> <p>Y2 - 75% of PP group to attain the expected</p>

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			<p><i>maths.</i></p> <ul style="list-style-type: none"> 83% of disadvantaged pupils in Y2 are currently at the expected standard in maths. 	standard
K	A Lower KS2 additional teacher for Maths lessons on 4 mornings a week (Miss Corrigan)	£10,335	<p>Y3 and Y4 Maths lessons were taught throughout the year in smaller classes. This enabled teachers and TAs to provide focused support for disadvantaged pupils across LKS2 when required.</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> 75% of disadvantaged pupils in Y3 are currently at the expected standard in maths. 71% of disadvantaged pupils in Y4 are currently at the expected standard in maths. 	<p>Y3 - 67% of PP group to attain the expected standard</p> <p>Y4 - 78% of PP group to attain the expected standard</p>
L	Small class sizes in UKS2. A second Assistant Headteacher (AHT) has been employed who is a Maths specialist	£11,000	<p>Y5 and Y6 were taught in smaller classes. This enabled focused support to be provided. The Assistant Head also provided coaching and support to other teachers ensuring that all Maths lessons were delivered to a good standard.</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> Y6 Progress in Maths (disadvantaged) was particularly strong resulting in a progress score of +1.07. 77% of disadvantaged pupils in Y6 are currently at the expected standard in maths. 58% of disadvantaged pupils in Y5 are currently at the expected standard in maths. 	<p>Y5 - 71% of PP group to attain the expected standard</p> <p>Y6 - 76% of PP group to attain the expected standard</p>
M	Booster classes for pupils in Y6 classes to accelerate progress in Maths (Mr Silver)	£2,500	<p>Y6 pupils who were working below the expected standard formed a Booster Group – This group focused on developing their fluency through working key aspects of their arithmetic following a gap analysis of their practice SATs papers.</p> <p><u>Outcome:</u> All pupils made accelerated progress across the year</p>	Y6 - 76% of PP group to attain the expected standard
N	Mentoring programme for target pupils in KS2 conducted by Deputy	£11,000	<p>Only Y6 pupils were supported through the mentoring programme which was very effective in accelerating the progress of those disadvantaged pupils who received this intervention.</p>	<p>Y3 - 67% of PP group to attain the expected standard</p> <p>Y4 - 78% of PP group to</p>

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	Head teacher/Assistant Heads and supported by a TA		<u>Outcomes:</u> <ul style="list-style-type: none"> Y6 Progress in Maths (disadvantaged) was particularly strong resulting in a progress score of +1.07 77% of disadvantaged pupils in Y6 are currently at the expected standard in maths. 	attain the expected standard Y5 – 71% of PP group to attain the expected standard Y6 – 76% of PP group to attain the expected standard
O	Year 3 & 4 Targeted teaching for specific pupils.	£7,000	A trained TA delivered this intervention each week to y3&4 pupils who required intensive support to improve their understanding of place value and basic knowledge of mathematics. Many of these were pupils with SEND. <u>Outcome:</u> This entire group made good progress using the Sandwell Test as a measure.	Target pupils make expected progress from their individual starting points.
P	Numbers Count (3 sessions per week)	£2,700	A trained teacher delivered this intervention over a series of weeks to 6 Y2 pupils who required intensive support to improve their understanding of place value and to improve their calculation. <u>Outcome:</u> Nearly all of this group achieved the expected standard in their KS1 Maths SAT resulting in 83% of all disadvantaged pupils in Y2 achieved ARE.	Target pupils achieve the expected standard at the end of Y2
OBJECTIVE 2 TOTAL		£53,435		

OBJECTIVE 3: CONTINUE TO IMPROVE THE ATTENDANCE & PUNCTUALITY OF DISADVANTAGED PUPILS				
	ITEM/PROJECT	COST	EVALUATION	SUCCESS CRITERIA
	<i>What are we spending the money on?</i>		<i>How effective has each project been?</i>	<i>What impact were we aiming for?</i>
Q	Parent Support Advisor to monitor attendance and punctuality and to provide support for	£10000	There were many successful strategies used to improve both attendance and punctuality in 18/19. These were: <ul style="list-style-type: none"> 3 weekly monitoring of all pupils followed by panel meetings for parents/carers causing concern 	% of PA disadvantaged pupils continues to be in line with the national average.

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	<p>parents and pupils where: (1) Attendance is at risk of falling below 90% by the end of the academic year. (2) Punctuality is an issue</p>		<ul style="list-style-type: none"> • Target group for pupils 'at risk' of Persistent Absence with weekly incentives for good attendance • Clear system for escalation for Persistent Absentees including FPN and statutory action. • Daily 'late gates' • Weekly rewards in assembly – class, individual • Half termly rewards link to the 'attitude assessment' • Annual trip to pupils with 100% attendance <p><u>Outcomes</u></p> <ul style="list-style-type: none"> • In 18/19, the attendance of disadvantaged pupils was 96.3% (national for all pupils was 95.8%) • In 18/19, the PA figure for disadvantaged pupils was 4.44% (national PA figure for all pupils was 8.7%) • The number of pupils who were late on more than 3 occasions was: 49 (Autumn) 84 (Spring) 45 (Summer) 	<p>% attendance of disadvantaged pupils is in line with the national average.</p> <p>Persistent lateness is halved between Half Term 1 and Half Term 6</p>
	<p>OBJECTIVE 3 TOTAL</p>	<p>£10,000</p>		

OBJECTIVE 4: INCREASE THE PARTICIPATION OF DISADVANTAGED PUPILS IN ALL ASPECTS OF THE SCHOOL CURRICULUM

CODE	ITEM/PROJECT	COST	EVALUATION	SUCCESS CRITERIA
	<i>What are we spending the money on?</i>		<i>How effective has each project been?</i>	<i>What impact were we aiming for?</i>
R	Nurture Group provision & Behaviour support including training and resources	£25,000	Effective intervention / support was provided 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). All pupils have made progress and are able to access their mainstream classroom more effectively each morning.	Boxall Profiles for pupils accessing Nurture Group indicate improved behaviour.

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			<i>Outcome:</i> Boxall Profiles indicate good progress (see individual pupils' files)	
S	NRich National Young Mathematicians Award	£2,000	<i>Outcome:</i> Pupils from Y5 & Y6 competed with other schools on challenges which develop their reasoning skills. The focus was on more able pupils. Unfortunately the team did not progress to the latter stages of the competition.	Disadvantaged pupils including the more able access and complete the National Young Mathematicians Award
T	Funding places and subsidising costs for school residential trips, visits and visitors to school in order to ensure that all pupils experience a visit / event linked to their topic each term	£6,450	<i>Outcome:</i> The curriculum has been enhanced by providing all classes with the opportunity to participate in educational visits and enrichment opportunities to broaden their horizons. This has included residential visits, sports competitions, performances in prestigious venues, working with Manchester Airport and associated businesses etc.	Disadvantaged pupils attend school trips, residential visits and exciting school events each term.
U	Early Years Pupil Premium funding – providing a bespoke social communication programme for Nursery pupils	£2417	All Nursery pupils were screened using the Speech & language Therapy tool Wellcomm. All pupils who required this intervention received the programme which was delivered successfully by one of the Nursery teachers in collaboration with the SaLT service. <i>Outcomes:</i> Progress from baseline to end of Nursery (July 2019) in terms of the % of pupils at age related expectation Making Relationships: 16% to 71% Self-confidence & self-awareness: 11% to 66% Managing Feelings & Behaviour: 11% to 76% Listening & Attention: 21% to 71% Speaking: 13% to 54% Understanding: 11% to 63%	Disadvantaged pupils in Nursery make good progress towards ARE in PSE and CLL by Summer 2019
OBJECTIVE 4 TOTAL		35,867		

Green = target met / numerical target reached or exceeding

Yellow = target partially met / within 10% of numerical target

Red = target not met / more than 10% lower than numerical target