

St Benedict's Catholic Primary School

PUPIL PREMIUM 2017 – 2018

What is Pupil Premium?

The Government allocates additional money to schools, Pupil Premium funding, for children from low income families or looked after children. Funding is allocated to children who have been entitled to free school meals (FSM) at any time in the last six years.

This is allocated to raise the attainment of these children and close the attainment gap between these pupils and others at our school as well as ensuring that all qualifying pupils benefit from the funding.

37 of our school pupils qualified for Pupil Premium in 2017 to 2018 = £51,480

Reception	0 pupils
Year 1	6 pupils
Year 2	4 pupils
Year 3	3 pupils
Year 4	5 pupils
Year 5	9 pupils
Year 6	3 pupils
Year 7	7 pupils

Our objectives for 2017-2018 are:

- To ensure that our identified Pupil Premium children have closed the gap with national expectations by the time they leave Year 6 and that the difference in attainment has diminished.
- To ensure that all identified children, including those who are not underachieving, achieve their end of Year 6 target.
- To ensure that identified higher achieving disadvantaged learners reach higher outcomes.

Pupil Premium spending decisions have been reached by an analysis of pupil outcome data and termly monitoring of the impact of quality first teaching, interventions and specific programmes. This enables us to maximise the achievement of our children.

At St Benedict's Catholic Primary School we direct this funding towards:

- Learning in the curriculum.
- Enrichment activities, including projects to raise the aspirations of learners.
- Families and Community.

Action	Cost	Impact
Teaching and Learning Intervention	Fischer Family Trust Reading Intervention delivered by Specialist teaching assistant	Using a specialist teaching assistant to remove barriers for learning to ensure children attain good outcomes and targeted children achieve expected levels for their age.
	Additional daily Guided Reading session delivered by the teaching assistant to accelerate progress in reading.	Identification of key marginal pupils, provision of intervention programme for Reading. Monitoring of impact on pupil progress
	Additional daily mathematics reasoning session delivered by the teaching assistant to accelerate progress in mathematics reasoning.	Identification of key marginal pupils, provision of intervention programme for mathematics . Monitoring of impact on pupil progress
Teaching and Learning Total Spent = £40,627		
Enrichment	Residential trips – Outdoor pursuits/activities (Yr 6 London (10 x £245) , Yr 5 Robinwood (6x £210) & Yr 3&4 Robinwood (Y3 3x £251 , Y4 8 x 251)	Increase motivation, engagement and a breadth of opportunity. Provide opportunities for high ability children to access specific programmes
Total Enrichment = £6471		
Families & Community	Disadvantaged subsidy fund:- Clothing and uniform = £400 Music tuition 1:1 = £338	
	Family Support Worker – providing signposting and support to families (social care) = £4,000	Vulnerable families access level of support including signposting; CAF process; telephone or direct contact to meet social care needs
Families & Community total spend £4738		
Overall total Spend £51,836		

Outcomes 2017

- A. The number of pupils who left our school with expected proficiency in Reading, Writing and Maths combined. We will compare this to the expectations for all non -disadvantaged children nationally.
- B. The percentage of our Pupil Premium children who attain at least national average in attendance.

Attainment for Disadvantaged Pupils 2017

EYFS 2017	Children who have achieved A good level of development (GLD)
School (All Pupils)	80%
National (All Pupils)	71%
Performance of disadvantaged children (School)	67%
Performance of disadvantaged children (National)	57%
Performance of Non disadvantaged Children (School)	83%
Performance of Non disadvantaged Children (National)	73%

Key Stage 1 -2017	Reading		Writing		Mathematics	
	Exs	Higher Level	Exs	Higher Level	Exs	Higher Level
All Pupils School	87%	30%	73%	7%	80%	30%
Performance of disadvantaged Children (school)	67%	33%	67%	0%	67%	33%
National performance of non disadvantaged children -2017	79%	28%	72%	18%	79%	23%

KS2 -2017	Combined at expected Reading Writing and Maths	Combined at the higher level Reading, Writing and Maths
All Pupils School	66%	0
All Pupils National	61%	9
Disadvantaged Pupils School	22%	0
Non Disadvantaged Pupils Nationally	67%	11

Progress Scores Key Stage 2 – 2017

	Reading	Writing	Mathematics
All Pupils (School)	+0.94	-0.42	-0.63
All Pupils (National)	+0.33	+0.18	+0.28
Disadvantaged Pupil(School)	-0.57	+0.93	-1.67

School Level Absence (Autumn 2015 and Spring 2016)				
	Sessions missed due to Absence		PA (10% or more sessions)	
	School	National	School	National
All Pupils	3.7	3.9	8.3	8.8
Ever 6 FSM	5.8	5.2	17.1	15.1
Non Ever 6 FSM	3.2	3.4	6.1	6.2

Following analysis of data headlines - Implications beyond the current spending, moving forward from April 2018 to April 2018

1. To reduce the percentage of Ever 6 FSM pupils with PA (absence of 10% or more sessions) from 17.1 % to below the National Average of 15.1%.
2. To reduce the percentage of sessions missed due to absence by Ever 6 FSM pupils from 5.8% to below that of the national (5.2%)
3. To diminish the difference in attainment of expected , between pupils in receipt of Ever 6 FSM in Reading (67%) , Writing (67%) and Maths (67%) and non- disadvantaged peers (Reading (79%), Writing (72%) and Maths (79%)) at the end of KS1.
4. To accelerate the progress of pupils in receipt of Ever 6 FSM in Reading and Mathematics to rapidly diminish the difference with their non- disadvantaged peers.