



CATMOSE PRIMARY PUPIL PREMIUM REVIEW PUPIL PREMIUM GRANT 2014 - 2015 PROJECTED PUPIL PREMIUM GRANT 2015 - 2016

INTRODUCTION

This document aims to provide greater detail about our current provision and plans for the next twelve months. This will mirror the framework devised by Sir John Dunford (PP Champion) with the overall aim of enhancing our current provision further.

Pupil premium is additional funding provided by the Department for Education to enhance the education and reduce inequalities and gaps in attainment between those pupils in specific socio-economic groups (namely those pupils entitled to free school meals, looked after children and children of service personnel) and their peers.

The amount of Pupil Premium allocated to the Catmose Primary during 2014-15 was £38,365. For the 2015-16 academic year the grant is £51,660. Made up of £50,160 FSM Ever6 + £1,500 Forces.

POSITION STATEMENT

The view of the Primary is that we aim to maximise the potential of all pupils in our care. Specific attention is paid to those pupils who need the greatest amount of support to realise outstanding achievement. We believe that pupils will achieve best when they and their families are fully engaged with the Primary. This is achieved through strong attendance, academic achievement, and strong engagement in the wider life of the Primary. Close monitoring and targeted intervention are used to support these aims.

Catmose Primary Pupil Premium Profile [2015-2016]

Total pupil premium budget:	The amount of pupil premium allocated to Catmose Primary for the 2015-16 academic year is £51,660.
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Evidence of school performance

Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:	<p>The last Ofsted Report (2013) rated the Primary Good in all areas. Within the Achievement section the Inspection team noted:</p> <p>Children in the Reception class make good progress from their below average starting points in communication and language, in reading, writing and learning numbers and in the use of technology.</p> <p>Pupils make good progress in reading, writing and mathematics, from their relative starting points at Key Stage 1, with a steady rise in attainment since the previous inspection. The proportion of pupils meeting and exceeding expected levels of progress is broadly in line with the national average. There has been three years of sustained improvement in reading at the higher levels.</p> <p>All groups of pupils, including disabled pupils and those who have special educational needs as well as the few who speak English as an additional language, make equally good progress as their classmates from their relative starting points.</p>
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SELF EVALUATION SUMMARY AT A GLANCE V OFSTED OUTSTANDING

1 Where schools spent the Pupil Premium funding successfully to improve achievement, they shared many of the following characteristics. They:

- carefully ringfenced the funding so that they always spent it on the target group of pupils
- never confused eligibility for the Pupil Premium with low ability, and focused on supporting their disadvantaged pupils to achieve the highest levels
- thoroughly analysed which pupils were underachieving, particularly in English and mathematics, and why
- drew on research evidence (such as the Sutton Trust toolkit⁴) and evidence from their own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement
- understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good
- allocated their best teachers to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising attainment in those subjects
- used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked

- had a clear policy on spending the Pupil Premium, agreed by governors and publicised on the school website
- provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning
- had a clear and robust performance management system for all staff, and included discussions about pupils eligible for the Pupil Premium in performance management meetings
- thoroughly involved governors in the decision making and evaluation process
- were able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for pupils
- made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve
- systematically focused on giving pupils clear, useful feedback about their work, and ways that they could improve it
- ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils
- ensured that class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress

ATTAINMENT AT KEY STAGE 2

	Mathematics, Reading, Writing Level 4+			Mathematics			Reading			Writing			English Grammar, Punctuation & Spelling		
	Cohort Number	Sch %	Nat %	Cohort Number	Sch %	Nat %	Cohort Number	Sch %	Nat %	Cohort Number	Sch %	Nat %	Cohort Number	Sch %	Nat %
FSM	7	86	70	7	86	80	7	100	83	7	86	79	7	43	71
Non FSM	22	82	84	22	82	90	22	91	92	22	91	90	22	86	84

	Mathematics, Reading, Writing Level 5+			Mathematics			Reading			Writing			English Grammar, Punctuation & Spelling		
	Cohort Number	Sch %	Nat %	Cohort Number	Sch %	Nat %	Cohort Number	Sch %	Nat %	Cohort Number	Sch %	Nat %	Cohort Number	Sch %	Nat %
FSM	7	0	13	7	0	28	7	14	34	7	14	22	7	29	43
Non FSM	22	5	29	22	23	47	22	36	55	22	23	42	22	41	61

FSM children at the end of KS2 made 100% expected progress in Mathematics and Reading. 83% made expected progress in Writing. 25% of FSM children made more than expected progress in Mathematics and 75% of FSM children made more than expected progress in Reading.

100% SEN children made expected progress in KS2 in Mathematics, Reading and Writing.

CLOSING THE GAP KS2

Average Point Scores												
Overall	2013				2014				2015			
	Mathematics, Reading and Writing (TA)				Mathematics, Reading and Writing (TA)				Mathematics, Reading and Writing (TA)			
	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff
Disadvantaged pupils	8	24.0	29.1	-5.1	5	28.2	29.4	-1.2	7	26.8	29.5	-2.7
Other pupils	21	27.6	29.1	-1.5	25	27.8	29.4	-1.6	22	27.7	29.5	-1.8
Within school gap		-3.6				0.4				-0.9		

Data shows that year on year the within school gap has decreased significantly from 2013 to 2014 and then maintained in 2015.

ATTAINMENT AT KEY STAGE 1

	Mathematics 2+			Reading 2+			Writing 2+		
	Cohort Number	Sch %	Nat %	Cohort Number	Sch %	Nat %	Cohort Number	Sch %	Nat %
FSM	2	100	91	2	100	89	2	50	85
Non FSM	26	96		26	96		26	89	

	Mathematics 3+			Reading 3+			Writing 3+		
	Cohort Number	Sch %	Nat %	Cohort Number	Sch %	Nat %	Cohort Number	Sch %	Nat %
FSM	2	0	23	2	0	29	2	0	15
Non FSM	26	38		26	42		26	19	

In KS1, disadvantaged pupils gained an APS 15.2 against national 14.8 in all subjects. SEN supported pupils gained an APS 12.3 against national 12.5 in all subjects. SEN statemented pupils gained an APS 9.0 against national 7.6 in all subjects.

CLOSING THE GAP KS1

Average point scores by disadvantaged pupils

All subjects	2013				2014				2015			
	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff
Disadvantaged pupils	6	12.9	16.3	-3.4	6	14.4	16.4	-2.0	3	15.2	16.6	-1.4
Other pupils	13	17.2		0.9	19	16.3		-0.1	24	16.9		0.3
Within school gap		-4.3				-1.9				-1.7		

Data shows that year on year the within school gap has decreased.

ANNEXE 1 – PUPIL PREMIUM STATEMENT FROM WEBSITE



CATMOSE PRIMARY PUPIL PREMIUM GRANT 2014-2015 PROJECTED PUPIL PREMIUM GRANT 2015-2016

Pupil premium is additional funding provided by the Department for Education to enhance the education and reduce inequalities and gaps in attainment between those pupils in specific socio-economic groups (namely those pupils entitled to free school meals, looked after children and children of service personnel) and their peers.

The amount of Pupil Premium allocated to the Catmose Primary during 2014-15 was £38,365. For the 2015-16 academic year the grant is £51,660. Made up of £50,160 FSM Ever6 + £1,500 Forces.

The Pupil Premium Grant has been spent in an integrated way to ensure that entitled pupils receive the opportunity for additional support. Catmose Primary has allocated expenditure from the pupil premium grant for the following initiatives:

- Spelling intervention groups to support children who need to make accelerated progress in spelling.
- Small group work to support accelerated progress in Literacy and Numeracy.
- Level 5 and Level 6 Booster Groups to support MA in SAT preparation.
- 1:1 support to develop Phonic skills to ensure age appropriate attainment; to support reading and writing skills.
- 1:1 support to develop speaking and listening skills to ensure age appropriate attainment; to support reading and writing skills.
- 1:1 reading support to develop reading skills to be in line with age appropriate expectations.
- 1:1 tutoring sessions after school to further support learning in class.
- Homework and reading support in afterschool club setting.
- EAL support to ensure that all communication skills (speaking and listening, reading and writing) are improved to access curriculum.
- Music lessons (small group and 1:1) to support children who show a talent within music.

Children are tracked within Reading, Writing, Numeracy and Science to show the impact of these interventions; if a child is not making the progress expected further intervention is given. Children are also highlighted to see what strengths can be further supported through the use of the Pupil Premium i.e. a gifted and talented musician may be encouraged to take music lessons or join the school orchestra. Weaknesses identified through Sleuth tracking can also be supported through the use of Pupil Premium, for example a child who is persistently disruptive due to a disrupted start to the School day could attend Breakfast Club in order to have a more supported and calm start to learning.

Children are supported in taking part in trips and residential, with the Pupil Premium used to fund these for targeted children. Examples of trips are: Museum Visit, Tennis Club visit, Beaumanor residential and Basketball coaching.

College staff are also used to deliver lessons at the Primary (PPA cover) to aid progress, offer specialist skills and support transition. We encourage all TAs to undertake HLTA training to better equip themselves to support our pupils.

The impact in educational attainment arising from expenditure of the previous financial year's Pupil Premium has been demonstrated in attainment data and compares favourably with national benchmarking.

The data from 2015 (unvalidated) shows that pupils on FSM perform slightly below the national average at Level 4 + in Mathematics and Reading. Writing is below national but when looking at progress, 50% of FSM pupils made expected progress.

ATTAINMENT AT KEY STAGE 2

	Mathematics, Reading, Writing Level 4+			Mathematics			Reading			Writing			English Grammar, Punctuation & Spelling		
	Cohort Number	Sch %	Nat %	Cohort Number	Sch %	Nat %	Cohort Number	Sch %	Nat %	Cohort Number	Sch %	Nat %	Cohort Number	Sch %	Nat %
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	Mathematics, Reading, Writing Level 5+			Mathematics			Reading			Writing			English Grammar, Punctuation & Spelling		
	Cohort Number	Sch %	Nat %	Cohort Number	Sch %	Nat %	Cohort Number	Sch %	Nat %	Cohort Number	Sch %	Nat %	Cohort Number	Sch %	Nat %
FSM	7	0	13	7	0	28	7	14	34	7	14	22	7	29	43
Non FSM	22	5	29	22	23	47	22	36	55	22	23	42	22	41	61

This progress is achieved through rigorous monitoring systems. Data tracking and Pupil Progress Monitoring is used rigorously and extensively at the Primary. Accurate assessment, including SATs, identifies deficits in reading, writing, numeracy and science for all pupils. Expectations are high for all pupils. Target groups have a high profile with class teachers and intervention mapping shows clearly the provision for these groups. ICT has been placed into every classroom and the library has been refurbished this summer as a new resource area.

We believe that pupils who 'buy-in' to our ethos, and come to school every day, will achieve. We deliberately engage with all pupils to ensure they want to come to school, encouraging the social aspect of school life at every opportunity.

ANNEX 2 - FUNDING

The PPG per pupil for 2015 to 2016 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
Service children	-
Pupils in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence	£300

- 1.2 Definitions (taken from the RAISEONLINE Website :
<https://www.raiseonline.org/contact/faqData.aspx?faqId=43>)

DISADVANTAGED GROUP OF PUPILS 16/02/2015

Q. WHAT CONSTITUTES A 'DISADVANTAGED' CHILD?

Why are children adopted from care who qualify for the Pupil Premium not been included in the disadvantaged group in my RAISEonline report?

The definition for CLA Pupil Premium has changed to 'looked after for at least 1 day', and also now includes children adopted from care on or after 30 December 2005, or left in care under a special guardianship order or a residence order. This is the definition that will be used for the 2014-15 Pupil Premium funding arrangements.

For 2014, the Free School Meals eligible and Children Looked After data being published in RAISE do not equate exactly to those pupils for whom the school receives pupil premium funding as defined above. The FSM pupils are those who are, or have been, eligible for free school meals and have claimed them in the last 6 years (years R to 11) at the time of the January 2014 Census. The CLA are children continuously looked after for over 6 months, as taken from the LA returns in March 2014.

Thus, RAISEonline 2014 reports continue to use last year's CLA definition, even though the DfE definition has changed to 'looked after for at least 1 day' for purpose of pupil premium. The DfE performance tables for 2014 results also use the 'old' definition. Note that the performance tables are published on validated data so may not match RAISEonline's figures in its KS2 and KS4 attainment and progress sections until validated reports have been released in the spring of 2015.

Raiseonline uses the term 'disadvantaged pupils' in 2014 data for the FSM6 and/or CLA group. So although children adopted from care are now included in the Pupil Premium arrangements, they are not currently included in the Raiseonline 'disadvantaged' group.

Service children are not classified as disadvantaged.

ANNEX 3 - SUMMARY OF NATIONAL RESEARCH (SUTTON TRUST)

Links to EEF Toolkit (<http://educationendowmentfoundation.org.uk/toolkit/>)

TOPIC	↑ COST ↓	EVIDENCE ↓	IMPACT ↓
Arts participation	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2 months
Aspiration interventions	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0 months
Behaviour interventions	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months
Block scheduling	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0 months
Collaborative learning	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months
Digital technology	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months
Early years intervention	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6 months
Extending school time	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2 months
Feedback	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+8 months
Small group tuition	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months
Social and emotional learning	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months
Sports participation	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2 months
Summer schools	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2 months
Teaching assistants	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1 month

Homework (Primary)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1 months
Homework (Secondary)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months
Individualised instruction	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2 months
Learning styles	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2 months
Mastery learning	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months
Mentoring	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1 month
Meta-cognition and self-regulation	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+8 months
One to one tuition	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months
Oral language interventions	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months
Outdoor adventure learning	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3 months
Parental involvement	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3 months
Peer tutoring	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6 months
Performance pay	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0 months
Phonics	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months
Physical environment	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0 months
Reading comprehension strategies	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months
Reducing class size	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3 months
Repeating a year	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	-4 months
School uniform	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0 months
Setting or streaming	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	-1 month