



CATMOSE PRIMARY PUPIL PREMIUM REVIEW PUPIL PREMIUM GRANT 2015-2016 PROJECTED PUPIL PREMIUM GRANT 2016-2017

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.

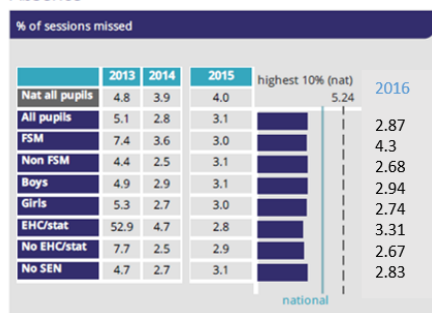
The amount of Pupil Premium allocated to the Catmose Primary during 2015-16 was £51,815. The forecast budget from the EFA for 2016/17 will be £46,980.

POSITION STATEMENT

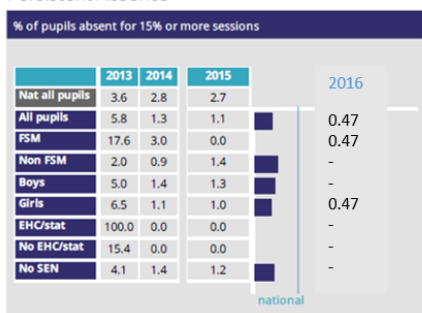
The view of the Primary is that we aim to maximise the potential of all pupils in our care. Specific attention is paid to those pupils who need the greatest amount of support to realise outstanding achievement. We believe that pupils will achieve best when they and their families are fully engaged with 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.

ABSENCE AND EXCLUSIONS

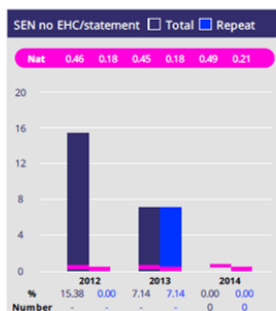
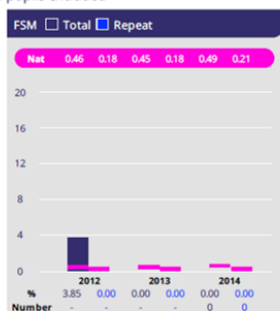
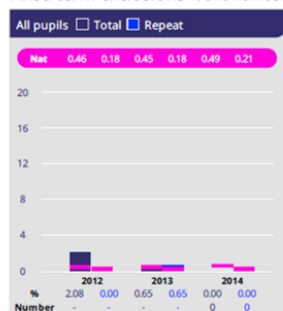
Absence



Persistent Absence



Fixed term exclusions % and number of pupils excluded



Permanent exclusions



Attendance is >97%, in the highest 10% of schools, with exclusions at 0 rate.

ATTAINMENT AT KEY STAGE 2

READING

Disadvantage pupils scored above the 100 centile and slightly below the national 103.8 with a score of 102.1



WRITING

Disadvantage pupils scored above the national average with middle and high achievers performing well.



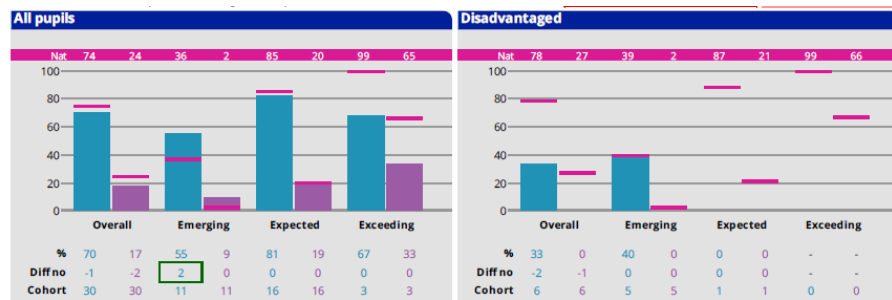
MATHEMATICS

Disadvantage pupils scored above the 100 centile and slightly below the national 104.1 with a score of 100.2. Low and high achievers made good progress.



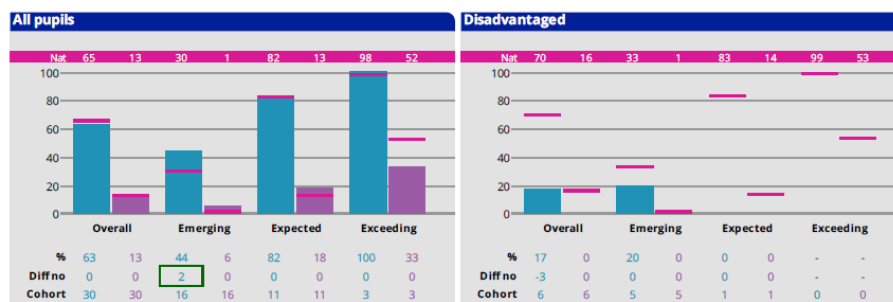
ATTAINMENT AT KEY STAGE 1 READING

Disadvantaged children who did not gain the GLD in Reading, scored as Emerging went on to gain Expected at the end of KS1. One child who gained Expected at the end of Reception did not gain Expected at the end of KS1.



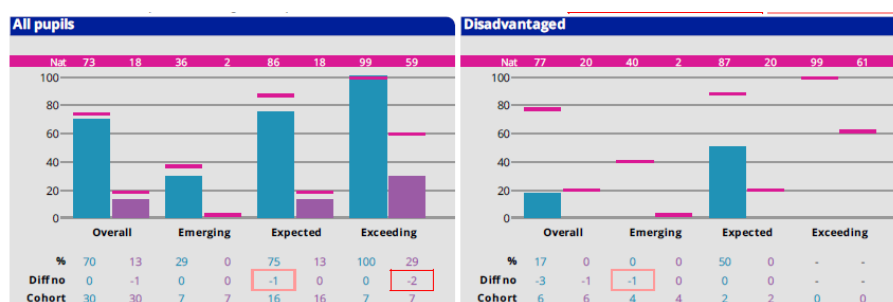
WRITING

Disadvantaged children who did not gain the GLD in Writing, scored as Emerging went on to gain Working Towards Expected at the end of KS1. One child who gained Emerging at the end of Reception gained Expected at the end of KS1. One child who gained Expected at the end of Reception did not gain Expected at the end of KS1.



MATHEMATICS

Disadvantaged children who did not gain the GLD in Mathematics, scored as Emerging went on to gain Working Towards Expected at the end of KS1. One child who gained Expected at the end of Reception gained Expected at the end of KS1.



SUPPORT FOR PUPILS

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.

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.