

Table of Contents

INTRODUCTION	1
POSITION STATEMENT	1
TARGETTED SUPPORT	2
MONITORING	3
THE EXTENDED SCHOOL DAY	3
IMPACT	4
OUTCOMES	4
EYFS GLD	4
Year One Phonic Screening	4
Year Two Phonic Screening	4
Year Two SATs	4
Year Six SATs Assessments	4
ABSENCE	5
BEHAVIOUR	5
CONCLUSION	5

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 2016-17 was £51,815. The forecast budget from the EFA for 2017/18 is £51,380.



POSITION STATEMENT

We aim to maximise the potential of all pupils in our care with specific attention given to those who need the greatest amount of support to realise their potential. We believe that pupils will achieve best when they and their families are fully engaged with the Primary. This is achieved through supporting strong attendance, academic achievement, and engagement in the wider life of the Primary. We closely monitor student attendance and their engagement at school, using targeted intervention to bring about improvement when necessary.

TARGETTED SUPPORT

The school has identified that children, who are eligible for the Pupil Premium support, may need extra support, opportunities and guidance in order to fully engage in school life and improve their life chances. The Pupil Premium Grant has been used to ensure that entitled pupils receive targeted support commensurate with their needs. We have 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 (cost of TA 20 mins x 5 days per week)
- Small group work to support accelerated progress in Literacy and Numeracy (Elm Class teacher Year 2 and Year 3 Monday –Wednesday 0.6 teacher cost)
- GDS Booster Groups to support MA in SAT preparation (Class teacher Monday and Tuesday afternoon 0.1 teacher cost)
- 1.1 support to develop Phonic skills to ensure age appropriate attainment; to support reading and writing skills cost of TA 20 mins x 5 days per week)
- 1.1 support to develop speaking and listening skills to ensure age appropriate attainment; to support reading and writing skills (cost of TA 20 mins x 5 days per week)
- 1.1 reading support to develop reading skills to be in line with age appropriate expectations (cost of TA 20 mins x 5 days per week)
- 1.1 tutoring sessions during the extended school day time to further support learning in class (cost of TA 40 mins x 1 day per week – this is also used to ensure any missed Prep is completed to support learning in school)
- Prep and reading support in afterschool and breakfast club setting.
- EAL support to ensure that all communication skills (speaking and listening, reading and writing) are improved to access curriculum (cost of an EAL targeted support teacher 2.5 hours x 2 times a week)
- Music lessons (small group and 1.1) to support children who show a talent within music (cost of 1.1 lessons per highlighted pupils 30 mins x 1 a week)
- Support for Pupil Premium to attend trips and visits, with the school either meeting all costs (local trips) or asking parents to contribute only the deposit (residential trips). This means that all pupils, regardless of level of household income, have the opportunity to take part in these extra-curricular activities which in turn broaden their life experiences (costing example, the Year4/5 residential 2017 costing £200 has been allocated to PP families at a cost of £50 per family) Examples of trips are: Museum Visit, Tennis Club visit, Beaumanor residential and Basketball coaching.
- The employment of a SENCO and Intervention Lead Practitioner enabling the tight analysis and detailed provision mapping for children who need focused support – acting as a ‘Pupil Premium Champion’ 2017 (1 day UPS teacher)

MONITORING

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 would be asked to attend Breakfast Club in order to have a more supported and calm start to learning.

THE EXTENDED SCHOOL DAY

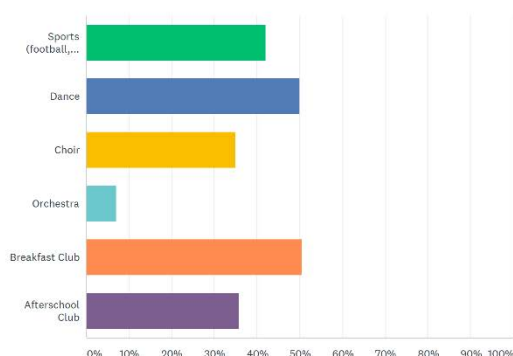
We offer an extended school day to ensure that all pupils have the opportunity to take part in a wide variety of activities within school. These include modern foreign languages, extra team sports, whole class instrument playing and club time including dance, cup cake decorating for example. This provision means that 'hard to reach' pupils who previously did not engage in after school extra-curricular clubs have this



opportunity built into the school day. These opportunities widen the pupils' experiences and enable them to engage fully in school life. Places at the Breakfast Club, run by the school, are offered free of charge to PP pupils to ensure a healthy breakfast, Prep support and provide children with a calm, purposeful start to the school day. This has impacted positively on the behaviour within school, with targeted pupils joining class calm and ready to learn.

Which of the following clubs do you regularly go to? Tick as many as apply.

Answered: 140 Skipped: 43

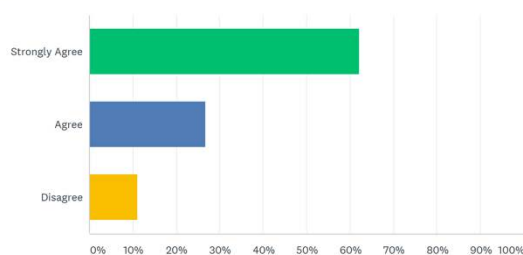


College staff are also used to deliver lessons at the Primary (PPA cover) to aid progress, offer specialist skills and support transition. We encourage all TAs to undertake HLTA training to better equip themselves to support our pupils.

A sports coach is deployed to ensure that children have an active and healthy lunchtime session, enabling them to make the most of their time in school. Children are targeted by staff and the sports coach to join in activities they have not previously tried in order to widen their range of experiences.

There is lots to do at playtime and lunchtime. It keeps me busy and I have fun.

Answered: 172 Skipped: 11



IMPACT

OUTCOMES

The impact of this work can be seen in the improving outcomes for all pupils and PP pupils. The number of PP pupils per class as small, leading to a tailored approach per class and per cohort.

EYFS GLD

School GLD	74%
School PP GLD (2 pupils)	50%
Nat GLD 2016	69%

One child gained a score of 2 in all areas of learning but Reading and Writing. These will be areas of focus for Year One intervention.

Year One Phonic Screening

School Year One	90%
School PP Year One (4 pupils)	100%
Nat Year One 2016	81%

Year Two Phonic Screening

School Year Two	93%
School PP Year Two (1 pupil)	Score from 18 to 29
Nat Year Two 2016	91%

Year Two SATs

	Reading	Writing	Maths	Science
School EXS	83%	73%	80%	90%
Nat EXS 2016	74%	65%	73%	82%
School GDS	30%	20%	30%	50%
Nat GDS 2016	24%	13%	18%	No GDS

In Year Two there was one Pupil Premium (FSM) child who made expected progress from a GLD1 to PKF/WTS by Year Two in Reading, Writing and Science. Targeted support for this individual pupil will continue in KS2 to ensure good progress: this includes support in the small support Elm Class.

Year Six SATs Assessments

	Reading	Writing (TA)	GPS	Maths	Science	RWM
School EXS	73%	90%	77%	73%	93%	67%
School PP EXS (7)	57%	86%	57%	49%	100%	43%
Nat EXS 2017	71%	76%	77%	75%	81%	61%
School GDS	30%	20%	30%	17%	NA	9%
Nat GDS 2017	25%	18%	31%	23%	NA	9%

Children who did not reach the EXS outcomes for KS2 received 'booster' sessions in term 6 post SATs examinations to ensure that children were secondary ready for transition of secondary school. Transition support for targeted pupils, including PP pupils, was also provided with extra visits to College and detailed handover between staff.

ABSENCE

Attendance for all pupils is 97%, in the highest 10% of all schools. Attendance for Pupil Premium pupils is 95% which is similar to the national average for all pupils. Attendance at school ensures that children fully engage in school life. We work closely in partnership with the local authority so that absences are tracked and support is quickly put into place where it is needed to improve attendance for pupils. In a small number of complex cases we have worked very closely with social services with a demonstrable impact on improved attendance and engagement for the children concerned.

Attendance was previously low for the school, in particular PP pupils. This has been a target for the school which has vastly improved and is now a strength. The high attendance of all pupils reflects the buy into the school ethos and engagement with parents, which support pupils to do their very best each day in school.

BEHAVIOUR

There is no discernible difference between the behaviour of pupil premium pupils and other students, this is reflected in the zero exclusions, very low level of reported behaviour incidents through sleuth and students own views expressed through the annual school survey.

CONCLUSION

We know 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.

This will continue to be a focus for the school, ensuring improved progress and outcomes for all pupils. We are determined that all students, whatever their financial background, are able to excel.

