



CATMOSE PRIMARY PUPIL PREMIUM REVIEW PUPIL PREMIUM GRANT 2017-2018 PROJECTED PUPIL PREMIUM GRANT 2018-2019



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 2017/18 was £47,120. The forecast budget from the EFA for 2018/19 will be £33,480.

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 accomplished 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.

SUPPORT FOR PUPILS- EDUCATIONAL

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 have improved life chances. The Pupil Premium Grant has been spent in an integrated way to ensure that entitled pupils receive 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 (cost of TA 20 mins x 5 days per week)
- 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 (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)
- 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' 2018 (1/2 day UP teacher)



INDIVIDUAL SUPPORT

Where a significant need has been identified, offer of individual support is made. For example, if a child needs further reading support, 1.1 tutoring is offered. Further examples of 1.1 support are:

- 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)

CURRENT OUTCOMES- IMPACT OF SUPPORT PROVIDED

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 is small, leading to a tailored approach per class and per cohort.

EYFS GLD

EYFS Expected	Reading	Writing	Maths	Good Level of Development
All children EXS (2+)	72%	66%	86%	74%
FSM children EXS (2+) (2 pupils)	100%	50%	100%	50%
NAT EXS (2017)	77%	73%	79%	71%

PHONIC SCREENING

Year One

	Phonic Screening Check Pass
All children EXS (32+)	77%
FSM children EXS (32+) (2 pupils)	50%
NAT EXS (2017)	83%

A programme of phonic support is in place for pupils who did not pass the check when taught in Year Two.

Year Two

	Phonic Screening Check Pass (Year 2)
All children EXS (32+)	93%
FSM children EXS (32+) (4 pupils)	100%
NAT EXS (2017)	92%

A programme of phonic support is in place for pupils who did not pass the check as they enter Year Three. All but two pupils now passed the phonic screening check. One child scored 31, missing out on a pass by 1 mark – showing significant progress from the score gained in Year One. The other pupil scored 29 showing incredible progress from a very low score in Year One.

KS1 OUTCOMES

Year Two Achievement: KS1 SATs

	School EXS	School GDS	Nat EXS 2017	Nat GDS
Reading All children	73%	21%	75%	26%
Reading FSM (4 pupils)	100%	25%	79%	29%
Writing All children	62%	7%	70%	16%
Writing FSM (4 pupils)	75%	0%	74%	18%
Maths All children	73%	17%	76%	22%
Maths FSM (4 pupils)	75%	0%	79%	24%
Science All children	93%	NA	83%	NA
Science FSM (4 pupils)	100%	NA		NA

Key: above Nat one child below Nat below Nat

KS2 OUTCOMES

KS2 SATs

	School Progress 2018	Floor Progress <i>Coasting</i> 2018	School EXS	School GDS	Nat EXS 2018
Reading All Children	-1.54	-5 -2.5	73%	13%	75%
Reading FSM (6 pupils)	-1.42		50%	0%	
Writing All Children	-0.28	-7 -3.5	83%	13%	78%
Writing FSM (6 pupils)	0.39		67%	0%	
Maths All Children	-0.16	-5 -2.5	83%	7%	76%
Maths FSM (6 pupils)	-1.23		67%	0%	
Grammar and Spelling All Children			90%	23%	78%
Grammar and Spelling FSM (6 pupils)			83%	0%	

RWM All children	60%
RWM FSM children	33%

	Reading ASS	Maths ASS
All children	103.5	103.9
FSM children	101.7	100.8

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

SUPPORT FOR PUPILS- PASTORAL EXTENDED SCHOOL DAY

An extended School day has been created 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, peer massage and sewing, for example.

TRIPS AND VISITS

Children are supported to take part in a wide range of trips and visits including residential visits to offer children a wider experience to broaden their knowledge and understanding. Families are supported through significant reductions in trip costings and payment plans. This ensures that all children have access to this wider learning.

Support for Pupil Premium pupils can mean 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 extracurricular activities, which in turn broaden their life experiences (costing example, the Year4/5 residential 2018 costing £200 has been allocated to PP families at a cost of £50 per family). Examples of trips are: Museum Visit, Tennis Club visit, Kingswood residential and Basketball coaching.

TRANSITION

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.

HEALTHY SCHOOLS

A sports coach (HLTA) is deployed to ensure that children have an active and healthy lunchtime session, enabling them to make the most of their time in school.

ABSENCE AND EXCLUSIONS- IMPACT OF PASTORAL SUPPORT

Attendance for all pupils is 97.5% (Nat 95.8%) in the highest 10% of schools, with exclusions at 0 rate. Attendance for PP pupils is 96.5% (Nat 92.7%) Attendance at School ensures that children fully engage in School life. Support from the Local Authority means that absences are tracked and support is quickly put into place where it is needed to improve attendance for pupils.

Attendance was previously low for the School, in particular Pupil Premium pupils. This has been a target for the School, which has vastly improved and has continued to be a strength within the School. This high attendance reflects the "buy-in" to the School ethos and engagement with parents, which supports pupils to do their very best each day in School.

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 could attend Breakfast Club in order to have a more supported and calm start to learning.



CONCLUSION

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. Our attendance of 97% reflects the pupils' eagerness to attend School and take part in School life.

