



CATMOSE PRIMARY

PUPIL PREMIUM REVIEW

PUPIL PREMIUM GRANT 2018-2019  
PROJECTED PUPIL PREMIUM GRANT 2019-2020

## INTRODUCTION

This document aims to provide greater detail about our current provision and plans for the next twelve months.

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.



## 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.

## SCHOOL OVERVIEW

Pupils in school	210
Proportion of disadvantaged pupils	12.3%
Pupil premium allocation 2018 2019	£33,480
Pupil premium allocation projected 2019 2020	£32,295

## 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:

- Intervention groups to support children who need to make accelerated progress across the curriculum (cost of TA 20 mins x 5 days per week)
- Children are highlighted for additional support through use of academic intervention groups.
- Homework and reading support in a 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' 2019 (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. A mental health first aid qualified teacher and emotional literacy support worker are also available if needed to offer emotional support, in a learning mentor role, when needed. 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)

## 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. Examples of trips are: Leicester museum, Hindu temple, Wild Woods music festival and Sacrewell farm. Children are also supported through enrichment of their reading material, through selecting a personal book each term.

## TRANSITION

College staff are also used to deliver lessons at the Primary (PPA cover) to aid progress, offer specialist skills and support transition. If required an extended transition programme is offered. 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% (Nat 95.8%) in the highest 10% of schools, with exclusions at 0% rate. Attendance for PP pupils is 94.8% (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. 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, Maths 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.

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

## EYFS GLD

### EYFS Expected

From a starting point of 56% on track to achieve the Good Level of Development by the end of the Reception year, 60% achieved the GLD (FSM= 1 Pupil who achieved GLD). This is slightly below national of 71%, but reflects good progress from starting points.

## PHONIC SCREENING

### Year One

87% of Year One children passed the Phonic Screening Check (FSM= 3 pupils who all passed the phonic screening), this is above national 82%.

### Year Two

97% of Year Two children passed the Phonic Screening Check (FSM= 1 pupil who passed the Phonic Screening). This is above the national 92%.



## KS1 OUTCOMES

### Year Two Achievement: KS1 SATs

	Reading	Writing	Maths	Science
School EXS (All children)	71%	61%	71%	84%
School EXS FSM (2 pupils)	50% (1 pupil)	0%	100%	50%
National EXS	76%	70%	76%	83%
School GDS (All children)	6%	9%	9%	NA
School GDS FSM	0%	0%	0%	0%
National GDS	26%	16%	22%	NA

This reflects good progress for this cohort as a class who have a large number of SEN issues (2 EHC applications in process for example).

## KS2 OUTCOMES

### KS2 SATs Teacher Assessment

	Reading	Writing	Maths	Science
School EXS All Children	73%	73%	83%	80%
School EXS FSM (4 children)	25%	25%	75%	25%
National EXS	73%	78%	79%	80%
School GDS All children	30%	13%	16%	NA
School GDS FSM (4 children)	0%	0%	0%	NA
National GDS	27%	20%	24%	NA

## KS2 SATs Examinations Results

	Reading	Writing	Maths
School EXS All children	73%	73%	90%
School EXS FSM	25%	25%	50%
National EXS 2019	73%	79%	79%
School GDS All children	23%	13%	20%
School GDS FSM	0%	0%	0%
National GDS	27%	20%	24%
Progress All children	-1.7	-2.3	-0.5
Progress FSM	-3.6	-4.3	-0.5
Floor Nat 2018	-5	-7	-5
Average Scaled Score All children	104	101	105
Average Scaled Score FSM	97		100
Average Scaled Score Nat 2019	104	102	105
RWM School All children	67%		
RWM FSM	25%		
RWM Nat 2019	65%		

## 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.

