



**Pupil Premium Allocation Report**

**2015-2016**

**School Information**

<b>Total Number of Children on Poll</b>	<b>436</b>
<b>Total Amount of PPG Received</b>	<b>£59,080.00 (£7600 was PP plus funding)</b>
<b>Total Number of Children Eligible for PPG and PP+ grant</b>	<b>39</b>
<b>Amount of PPG received per Child</b>	<b>£1320</b>

<b>Total PPG - £</b>	<b>£59,080.00</b>
<b>Total PPG Expenditure - £</b>	<b>£59,080.00</b>
<b>Remaining PPG Budget - £</b>	<b>£0</b>

**Contextual information**

- The number of pupils eligible for PP or PP plus funding this year has decreased by 4 from last year.
- Of the 39 pupils eligible for PP funding, 4 received PP+ funding of £1900 per child.



## Support Provided by PPG – 2015-2016

### Objectives

- To provide additional small groups which are strategic and targeted to identified pupils and aim to reduce gaps in basic English and Mathematics skills.
- To provide teaching and learning aimed specifically at accelerating progress made by identified children to at least that expected for their age.
- If eligible children have been identified as able, gifted or talented extra support and teaching will be provided to ensure those children meet their full potential.
- To ensure that all pupils including those who are socially disadvantaged have the opportunities to partake in extracurricular activities.
- To provide social and emotional support for identified pupils to increase their engagement with their learning including 1:1 support and provision where necessary.
- To provide any resources/ equipment aimed at raising standards across the curriculum.

### Additional support children received

- Providing additional small groups which are strategic and targeted to identified pupils and aim to reduce gaps in basic Literacy and Mathematics skills.
- Providing teaching and learning aimed specifically at accelerating progress made by identified children to at least that expected for their age.
- 1:1 support provided by Teaching Assistants to assist and support access to the curriculum.
- Purchasing effective equipment, resources and materials aimed at raising standards, particularly in reading, writing and mathematics.
- Funding one after school club a term for pupils eligible for Pupil Premium funding. Free attendance at Breakfast club also.
- Providing emotional support for children in the form of weekly school counselling.

### Curriculum Subject Areas Supported by PPG

- English
- Maths
- RE
- Science
- EPR
- PE
- Computing



**PPG Expenditure Breakdown 2015-2016**

**Academic provision**

Project/Item	Objective	Cost	Outcome
Numbers Count 2 training for 1 teacher.	To narrow the gap in attainment in maths between pupils eligible for PP and those not through accelerated progress enabling targeted pupils to catch up and reach ARE.	£1850	Teacher fully qualified as a Numbers Count 2 teacher and trained to deliver 1:1 maths intervention to eligible pupils in Years 4-6 .
To support pupils 1:1 with a Numbers Count teacher	To narrow the gap in attainment in Maths between PP and non PP pupils, through accelerated progress enabling targeted pupils to catch up & reach ARE	£4649.20	4 pupil premium children have had 1:1 support for a term during 2015-2016 through the NC programme. All 4 pupils have made accelerated progress with an average number gain of 16.2 months over a 3 month period. This is outstanding progress.
To support children 1:1 and in small groups on specific English and maths interventions led by teachers in small tuition groups or specialist TA's in small or 1:1 intervention groups	To narrow the gap in attainment in Maths and English between PP and non PP pupils, through accelerated progress enabling targeted pupils to catch up	£44,002.50	<p>Disadvantaged children's results in Year 6 were outstanding this year despite the challenges of the new SATs system and low levels in writing for this cohort throughout KS2.</p> <p>Across the school, the progress of PP children in maths is good with at least 80% making expected or better progress. Generally the progress of PP children in writing is good except in Y4 where two children are not deemed to have made enough progress on the new system, although both have significant SEN and have moved from attaining a level 1 in writing at end of KS1 to working within Y3 PoS now, so 2 years progress. Both of these children made significant progress in their LLSS intervention.</p> <p>The progress of PP children in reading is better in KS2 than KS1, however in Y1 both PP children passed the phonics test with 1:1 phonics intervention, and in Y2 it is children with significant other EAL and SEN related difficulties, who did not reach the required harder standard this year, despite interventions implemented.</p>



## Social, emotional and enrichment provision

Project/Item	Objective	Cost	Outcome
Counselling for children with social and emotional difficulties	To work with targeted children in need of therapeutic intervention in order to access the curriculum and make at least average rates of progress.	£994.50	3 pupils eligible for pupil premium accessed this support last year, and all pupils made at least expected progress in reading, writing and maths. End of year feedback from teachers and parents showed that the children were more engaged in lessons and happier in themselves.
Full or partial funding of children to attend enrichment activities	To ensure PP pupils can attend residential trips.	£1349.00	£1149 was paid towards France for 3 children and £200 was paid towards Blacklands for 1 child. Four pupils who would not have been able to attend a residential trip were able to with this funding and thoroughly enjoyed the activities, social bonding and skill these trips taught them.
Funding of one externally provided and one internally provided enrichment activity per term for every child eligible for the PPG. Funding of breakfast club every child eligible for the PPG.	To increase the numbers of PP pupils who attend extra curricular enrichment clubs	£2950.00	Over the course of the academic year, 85% of pupils eligible for pupil premium funding attended after school clubs or breakfast club funded by the school, and this enabled children to attend enrichment activities who previously could not. Of the 15% who did not, all parents were spoken to individually and attendance at clubs encouraged but not taken up.

## Leadership and management / CPD provision

Providing leadership, line management and staff training regarding Pupil Premium.	To ensure the whole school community has an in-depth understanding of the benefit of targeted intervention towards narrowing and closing the gap and to ensure Governors are fully informed regarding spending of pupil premium grant. To ensure data is analysed termly and shared with the HT and provision revised as necessary.	£3284.80	Governor's pupil premium working party continues to meet termly to fully analyse and monitor the PP provision throughout the school. Staff feedback and accountability meetings (PPMs) have shown that staff are fully committed to increasing the attainment of PP pupils and are targeting these pupils in closing the gap sessions and small group tuition groups they run. All statutory requirements regarding pupil premium funding have been met by Pupil Premium Co-ordinator.
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# Cottesmore St Mary Catholic Primary School



## Cost vs. Benefit Analysis

Level C TA – Intervention 1<sup>st</sup> Class @ number2 = Good  
 Numbers Count teacher Y2-Y5 - Outstanding  
 Small group tuition maths and English = Good  
 Fresh start reading intervention Y5 and Y6 = Good  
 Level C TA – Literacy support = Good  
 Level B TA – 1:1 phonics intervention = Good  
 Level B TA – 1:1 speech and language support = Good  
 Level C TA - Supporting 1 child with significant attachment difficulties = Good  
 School counsellor = Good  
 Inclusion Leader – Line management / Training / Support = Good

## Outcomes for pupils

### Key Stage 1 assessments

**Percentage of Pupils 'Working at the Expected Level' (EXS): (Cottesmore results) (National results)**

Reading	85% (74.3%)	Writing	81.7% (65.5%)	Maths	86.7% (73.4%)
Science	93.3% (85.4%)			RWM Combined	76.7% (59.6%)

**Percentage of Disadvantaged Pupils 'Working at the Expected Level' (EXS): (5)**

Reading	60%	Writing	60%	Maths	60%
Science	60%			RWM Combined	60%

2 of our disadvantaged pupils did not meet the expected level at the end of Year 2, but both of those pupils have significant additional needs and a range of 1:1 and group intervention in place to support these needs.

### Key Stage 2 assessments

**Percentage of Pupils 'Working at the Expected Level' (EXS): (Cottesmore results) (National results)**

Reading	80.6% (67.1%)	Writing	80.6% (75.6%)	Maths	74.2% (70.7%)
GPS	71.0% (72.0%)			RWM Combined	64.5% (54.9%)

**Percentage of Disadvantaged Pupils 'Working at the Expected Level' (EXS): (9)**

Reading	88.9%	Writing	77.8%	Maths	77.8%
GPS	66.7%			RWM Combined	55.6%

Our disadvantaged children performed better than national non-disadvantaged children in the Year 6 SATs tests in all areas. Our progress score for disadvantaged pupils of 5.04 in reading in Year 6 was very high and significantly above national average progress scores.



## **Summary of Impact of PPG**

Our recently released Ofsted data dashboard noted our overall strengths as a school to be the following:

*'Disadvantaged KS2 pupils' progress was not significantly below average overall or for any prior attainment group in any subject.'*

*'Disadvantaged KS2 pupils had an average scaled score equal to or above the national score for other pupils in reading & mathematics.'*

*'For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was close to or above national figures for other pupils.'*

*'For KS1 disadvantaged pupils, attainment of greater depth in all subjects for all EYFS development groups was close to or above national figures for other pupils.'*

We are very proud of these strengths as we work hard to meet the individual needs of all pupils at our school deemed to be disadvantaged, in a variety of ways as detailed above. The largest proportion of the funding has been used for staffing and trained specialist staff to run specific interventions.

The range of our interventions continues to be dynamic, varied and responsive to the needs of the particular children in the school and we believe our provision is having a very positive impact on pupil progress for the targeted individuals. Teachers and teaching assistants will have access to ongoing CPD in order to develop their practise in the delivery of particular interventions.

Our Pupil Premium strategy for 2016-2017 outlines our future planned expenditure and desired outcomes for disadvantaged pupils at Cottesmore St Mary School.