

Our Lady and Saint Joseph Catholic Primary School (OLSJ)

Pupil Premium Grant Report 2016-17

Overview

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on our school census figures for pupils registered as eligible for FSM in reception to Year 6. For looked after children the Pupil Premium was calculated using the Children Looked After data returns (SSDA903). A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible and other children by ensuring that funding reaches the pupils who need it most.

Objectives for Pupil Premium Grant at OLSJ

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for eligible pupils.
2. The funding will be used to narrow and close the gap between the achievement and attainment of eligible pupils and their peers, who are not eligible.
3. As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupils' Premium and others.
4. We will ensure that the additional funding reaches each eligible child and that it makes a significant impact on their education and lives.

As an inclusive school, OLSJ strongly believes that no pupil should be disadvantaged as a result of background and ensures that resources and support are also provided for children who may not necessarily be eligible for free school meals or looked after, but who have been identified by the school as being at an educational disadvantage compared to their peers. This support is funded out of the school's main budget. Programmes involving children who are eligible for the grant, as well as those who are not, are often part-funded by Pupil Premium, proportional to the children they benefit.

School Policy

The Headteacher and the Governing Body (GB) will agree a policy for Pupil Premium Grant to guide the use of funds and to ensure that it represents value for money.

Accountability

The Headteacher and leadership team will regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium Grant and report to the Governing Body on its progress and impact.

How is need identified?

The specific needs of a child who is eligible for PPG comes from a variety of sources including, but not limited to:

1. Advice from parents and family members
2. Identification of a need by teachers or support staff during periods of learning or play
3. Our baseline assessments
4. Our pupil progress assessments
5. Assessments and observations from in-house professionals, educational psychologists, counsellors and mentors
6. Advice from Education Welfare Officer, SEN team members, social services, housing and other agencies

Our Lady and Saint Joseph Catholic School utilised the pupil premium money in 2015-16 in order to meet the following objectives:

1. Raise literacy levels, reading ages and numeracy skills
2. Raise the standard of teaching and learning through the deployment of both teaching staff and teaching assistants effectively.
3. Improving the experiences of our pupils through personalised learning, off site visits and extracurricular activities i.e. use of external providers.

Funding for 2015/2016

In 2015/16 we were allocated £187,308 pupil premium grant funding. Based on the success of certain initiatives in the year 2014/15, we **continued with**:

- Additional teaching and learning opportunities for pupils entitled to PPG funding. These opportunities were provided by trained staff. Pupils were supported in making accelerated progress and levels of attainment. Personalised areas for development were identified at half termly pupil progress meetings.
- Speech and Language Therapy and Play Therapy
- Purchase of study guides
- Booster clubs in English, Maths, Reading.
- Clubs promoting Well Being.
- Provision of Breakfast and After School Club
- Additional staff member in Year 6

Funding for 2016/2017

This year we were allocated £255,199 pupil premium grant funding.

Summary of the main barriers faced by eligible pupils include, but are not limited to :

- Delays in social/emotional/behavioural development
- Cognitive delay
- Medical conditions impacting on attendance and thus learning
- Speech and Language barriers
- Attendance and Punctuality issues
- Lack of engagement by some parents/low aspirations.
- Low attendance or persistent attendees
- Poor early speech and language development
- Low baseline attainment on entry into Nursery across all areas of learning, but especially social, emotional, and personal development and communication.
- Safeguarding and emotional barriers to learning.

How do we spend our Pupil Premium Grant?

Given the above barriers, some of the key areas where we spent our PPG include:

- Additional teaching and learning opportunities for pupils lead by trained TAs. Supporting PPG pupils in making accelerated progress and raising their standards of achievement.
- Engagement of specialist professionals such as: Play Therapist, Speech and Language Therapist, Bespoke Educational Psychologist, Educational Welfare Officer.
- Employing a Pupil & Family Liaison Manager with a focus of effective deployment of pupil premium grant funds.
- Free provision of Breakfast Club and After School Care and clubs for identified children.
- Educational visits and provision of a broad range of opportunities and experiences. For some children, this has a massive impact on their self-esteem and confidence
- Boosters clubs run before and after school for identified children
- Support from our Inclusion Team Sensory Room/Reflection Prayer Room.
- Deprivation fund to support families in need e.g. payment of school's trips and residential stays
- Employing additional staff to help provide targeted support to some of our most vulnerable children, enabling them to make accelerated progress, particularly in Reading, Writing and Maths. Sometimes, the additional staff who are employed in school to support our disadvantaged pupils will also work with non-disadvantaged pupils. This is often due to how the class groups are organised and will be for the benefit of all; at OLSJ we are keen to ensure that those not in receipt of the PPG do not themselves fall behind due to a lack of support and intervention.
- Provision of short term intervention programmes for under achieving pupils and those with SEN. This ensures our most vulnerable children can make the progress expected of them and also helps many exceed expected progress.
- Music. Giving pupils the opportunity to play instruments.

The community impact of our PPG spend

Our PPG spend enables us to have:

- A skilled base
- A supportive and collaborative learning environment which embodies our school's Gospel Values
- A place to play and recuperate

A skilled base:

- We employ and train support staff to a high level. Support staff receive weekly training by the school's leaders. All support staff have knowledge of all children in their class who receive PPG or know where to find this information if unsure.
- Our classrooms are well equipped with excellent texts, ICT and resources for every child to develop independent learning.
- We engage our multi-agency partners to get our children to school and help them access learning and personal development.

A supportive and collaborative learning environment which embodies our school's Gospel Values.

- Our commitment to developing the Catholic ethos of the school is absolute and Christ is at the centre of all we do. The Gospel Values are at the heart of our community and we use them to guide us on our journey through life.
- We know that our children are unique and special.
- We work with our children, their families to remove any barriers to learning and enjoying school life.

A place to play and recuperate:

- A prayer room, a sensory room
- Multiple after school clubs throughout the year
- Visiting artists, storytellers, visits to museums, cinemas, theatre visitors and visits.

Support in making a good transition

Working with the borough and teams at our local secondary schools, so our children experience shared lessons, open days and visits. Extra sessions are arranged for children to build confidence during this time.

Pupil Progress

How impact will be measured, how will we know if we are making a difference?

Pupil Progress meetings each half term will inform impact on progress and attainment of class room interventions, 1:1 etc. and will inform next steps.

During these **Pupil Progress** meetings each class teacher comments on the progress and the current data-set for their class in: RE; Reading; Writing; Spelling, Punctuation and Grammar; and maths. At these meetings the pupils in the identified groups are a particular focus and interventions are planned and the impact of them evaluated, to ensure that the children make at least good progress and achieve age-related expectations at the end of the year.

We track the progress of all pupils and groups of pupils e.g. PPG, in school on a termly basis and we compare the progress of identified groups to ensure that they are expected and in some cases accelerated progress.

The DFE publish our results in a report called RAISEonline which analyses our school data, highlighting groups of children, which we also study and use to inform the teaching and grouping of individual children.

We have interventions and support to help every child access learning.

- Colourful resources to support word and sentence development
- Comprehension and textual analysis to support all levels
- Booster Maths and Literacy,
- Fine motor and writing development
- Books for reluctant readers
- Self-esteem development
- Homework clubs
- 1:1 interventions and /or small groups for maths and literacy
- Guided reading and supported reading

Attainment	Maths		Writing		Reading		Science	
	Working at	Exceeding						
Year 6	81.3%	15.6%	84.4%	9.4%	71.9%	9.4%	87.5%	18.8%
Year 5	77.8	14.8%	88.9%	18.5%	81.5%	7.4%	40.7%	7.4%
Year 4	73.9%	26.6%	58.1%	16.1%	73.9%	22.6%	58.1%	9.7%
Year 3	48.1%	3.7%	83%	14.8	51.9%	18.5	51.9%	11.1
Year 2	74.2%	14.8%	71%	11.1%	74.5%	18.5%	80.6%	6.5%
Year 1	68.2%	18.2%	59.8%	31.8%	68.2%	22.7%	72.7%	13.6%

Progress	Maths		Writing		Reading		Science	
	Working at	Exceeding						
Year 6	81.3%	3.1%	87.5%	18.8%	68.4%	3.1%	87.5%	12.5%
Year 5	88.9	7.4	54.5%	40.9%	68.2%	22.7%	85.2%	3.7%
Year 4	83.9%	6.6%	77.4%	12.9%	73.9%	6.5%	74.2%	9.7%
Year 3	36.8%	21.15	68.4%	5.3%	36.8%	21%	77.8%	0%
Year 2	87.1%	22.6%	77.4%	6.5%	83.9%	16.1%	87.1%	87.1%
Year 1	95.5%	31.8%	90.9%	36.4	90.9%	40.5`	95.5%	22.7%

Reporting

It will be the responsibility of the Headteacher, and a delegated member of staff to produce regular reports to the governing body.

The governors of the school will ensure that there is an annual statement to parents via this website on how the pupil premium funding has been used to address the issue of 'diminishing the difference' for disadvantaged pupils.

Jon Bond
Pupil and Family Liaison Manager
July 2017

