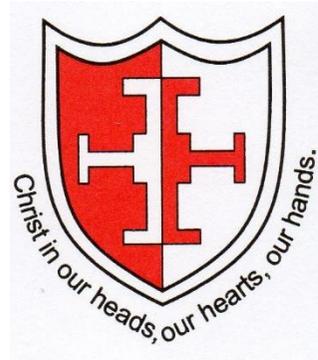


St. Chad's Catholic Primary School.



Pupil Premium Report  
2015-2016.

# Pupil Premium

## What is Pupil Premium?

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Pupil Premium is additional Government funding to raise achievement amongst disadvantaged children. It is to help schools to close the gap between children from low income / disadvantaged families and others.

Pupil Premium is for pupils from Reception to Year 11 who are from low income families and are eligible for Free School Meals. Any child that has been registered for Free School Meals over the past six years is eligible. Any children who are 'Looked After' or whose parents are in the armed forces are included and also attract another source of funding per child per term for the school to use to support.

Schools are free to decide how to allocate this funding to best support the raising of attainment of pupils from low income families and narrowing the gap in achievement between them and their peers.

## Funding for 2016-2017

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In the 2016 to 2017 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6
- £935 for pupils in year 7 to year 11

Schools will also receive £1,900 for each pupil who has left local-authority care because of one of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

St. Chad's expects to receive £31,680 for Pupil Premium for the academic year 2016/17.

### **Barriers to Achievement**

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Our eligible children face the same barriers to achievement as other children. These barriers include: Parents not being sure of how to help their child with their learning, families not having time to spend on homework or reading due to busy lifestyles, children struggling to concentrate, children having difficulties behaving appropriately, specific learning difficulties, social and emotional needs, domestic problems, low self-esteem and other issues that affect the children's ability to achieve.

### **How we intend to spend this year's allocation**

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This year we will be using some of pupil premium to provide additional teaching assistants (over and above what would normally be provided) in our Key Stage 1 and 2 classes who will provide dedicated additional support to our pupil premium eligible children every week. This support may be one to one tuition, mentoring, small group support or in-class support. The quality of support will be monitored every week by the Headteacher and Deputy Headteacher.

We follow this approach because we have a proven track record of achieving positive outcomes for children eligible for the pupil premium. Small group support works well at St Chad's because we are fortunate to have a team of very skilled teaching assistants. We have used the additional support model for a number of years and our results show that it is effective.

Our aim is to give the best possible life chances to all our pupils by providing extra support to enable each child to make the best progress possible.

We have also used pupil premium to provide subsidies for Educational Visits (day trips and residential) so that all pupils can access experience for enrichment and raise aspirations.

## How we measure the impact of Pupil Premium

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We carefully track the progress of all pupils at St Chad's.

The children are tested and/or teacher assessed every term and progress is carefully monitored. If any child is falling behind then rapid interventions are put in place.

Teachers are accountable to the headteacher for the progress of the children in their care. The Headteacher and Deputy Head conduct termly pupil progress meetings with all teachers. They also monitor the provision in the classrooms every half term and scrutinise the pupil's books every week. This very high level of monitoring enables us to ensure our use of the pupil premium is effective. If we find any provision is not effective then we immediately change what we are doing to ensure all children, including those eligible for the pupil premium, are making good progress.

## Date of the next review of school's Pupil Premium strategy

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We will review this strategy in Summer 2017 ready for the new school year 2017/18.

## How we spent our allocation last year

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Last year we spent our Pupil Premium on:

- An additional Teaching Assistant was employed. This meant every class had their own TA and ensured that disadvantaged children were fully supported. This position has been maintained.
- Children are supported 1:1 or in small group with tuition to meet their specific needs.
- Additional support to deliver personalised intervention programmes - teacher and TA lead
- Training for Teaching Assistants to use Precision Teaching and Multi-Sensory approaches in interventions.
- Additional resources/equipment to meet pupil needs
- Support from outside agencies is purchased where necessary

- Enriching the curriculum through the use of visits / visitors
- Support pupils to attend residential visits and other extra-curricular opportunities
- Children who are entitled to Pupil Premium are enrolled into the Letterbox club which is an award winning programme managed by Booktrust, in partnership with the University of Leicester, which aims to provide enjoyable educational support for children aged 5-13. Between May and October children in Y1, Y3 and Y5 will receive six parcels of books, stationery and other materials to support their learning.

### How the way we spent our allocation made a difference to disadvantaged pupils

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As a single form entry school the number of children entitled to Pupil Premium in any cohort is small. In 2015-2016 there were 3 children in Y6 who were entitled to Pupil Premium, therefore each child is worth 33.3% in the charts below.

Of the three disadvantaged children in Y6 end of Key Stage 2 in 2016:

- 1/3 achieved the expected level in Reading;
- 2/3 achieved the expected level in Writing;
- 2/3 achieved the expected level in Maths.

PROGRESS		
Score	Whole class (30)	Disadvantaged (3)
<b>Reading</b>	0.73	-0.66
<b>Writing</b>	0.40	0.65
<b>Maths</b>	1.63	2.07

<b>READING ATTAINMENT</b>		
	Whole class (30)	Disadvantaged (3)
<b>School %</b>	67	33
<b>National %</b>	66	71
<b>Difference %</b>	1	-38

<b>WRITING ATTAINMENT</b>		
	Whole class (30)	Disadvantaged (3)
<b>School %</b>	73	67
<b>National %</b>	74	79
<b>Difference %</b>	-1	-12

<b>MATHS ATTAINMENT</b>		
	Whole class (30)	Disadvantaged (3)
<b>School %</b>	73	67
<b>National %</b>	70	75
<b>Difference %</b>	4	-9