

St Joseph's RC Middle School



Pupil Premium Report

Date:	November 2016
Review Date:	November 2017
Headteacher – Mrs F Conley	<i>Mrs F Conley</i>
Chair of Governors – Dr Howard Forrest	<i>Dr H Forrest</i>

Pupil Premium Report 2016 – 2017

Pupil Premium = Additional funding allocated to schools based on: -

- Number of students eligible for Free School Meals (FSM) including children who have had FSM within the last 6 years (Ever6)
- Looked After Children (CLA)
- Children of Services Personnel (Ever 4)

N.B. The DfE uses the term disadvantaged (DA) to categorise FSM, Ever6 and LAC. Ever4 students are not classed as DA.

Funding Allocation – In 2015-2016 the funding allocation was set at £66350. For 2016-2017 the figure is £56490.

Achievement of DA students at St Joseph's R.C. Middle School

The performance of DA students is compared to the national average performance of non-DA students and the national average performance of DA students (where available).

N.B. All data is validated.

Measure	2014-2015		2015-2016	
	11 FSM/CLA students*	National non FSM/CLA students	9 FSM/CLA students*	National non FSM/CLA students
% achieving expected progress in reading	82%	92%	67%	66% (71%)
% achieving higher than expected progress in reading	36%	33%	0%	19% (23%)
% achieving expected progress in writing	91%	95%	89%	74% (79%)
% achieving higher than expected progress in writing	27%	37%	0%	15% (18%)
% achieving expected progress in mathematics	73%	91%	33%	90% (75%)
% achieving higher than expected progress in mathematics	9%	37%	0%	17% (20%)
% achieving expected progress in reading, writing, maths	55%	85%	22%	53% (60%)
% achieving higher than expected progress in reading, writing, maths	9%	29%	0%	5% (7%)

*Caution should be taken when interpreting the analysis for small cohorts.

Although, there is a fall in the proportion of DA students achieving expected progress or above, in 2016 reading remained close to the national average and writing showed an increase. Writing was externally moderated to confirm teacher assessment. For the first time Y6 pupils in 2016 did tests in line with the new national curriculum introduced in September 2014.

Progress of prior attainment groups

To give us a better understanding of how DA students have progressed in our school, we compare the progress of the DA students grouped by prior attainment at KS1 with the average progress of national non-DA students in the same prior attainment cohorts.

Progress of DA students with high prior attainment (from KS1)

R = reading

W = writing

M = maths

Measure	2014-2015		2015-2016	
	FSM/CLA students* R1-W0-M2	National non FSM/CLA students	FSM/CLA students* R1-W1-M1	National non FSM/CLA students
Cohort size in reading, writing and maths (RWM)				
Expected progress in reading	100%	90%	100%	95% (96%)
More than expected progress in reading	0%	1%	0%	46% (49%)
Expected progress in writing	0%	93%	100%	97% (98%)
More than expected progress in writing	0%	13%	0%	39% (40%)
Expected progress in mathematics	100%	91%	100%	97% (97%)
More than expected progress in mathematics	0%	36%	0%	43% (45%)
Expected progress in reading, writing, maths	-	-	100%	91% (92%)
More than expected progress in reading, writing, maths	-	-	0%	17% (19%)

*Caution should be taken when interpreting the analyses for small cohorts.

Although working with small numbers it is clear to see reading and maths have remained the same for the last two academic years and all subjects have remained above national figures for this cohort.

Progress of DA students with middle prior attainment (from KS1)

Measure	2014-2015		2015-2016	
	FSM/CLA students* R10-W9-M9	National non FSM/CLA students	FSM/CLA students* R8-W8-M8	National non FSM/CLA students
Categories Cohort size in reading, writing and maths (RWM)				
Expected progress in reading	80%	93%	63%	63% (67%)
More than expected progress in reading	40%	40%	0%	10% (11%)
Expected progress in writing	80%	96%	88%	76% (78%)
More than expected progress in writing	20%	69%	0%	6% (7%)
Expected progress in mathematics	67%	90%	25%	68% (71%)
More than expected progress in mathematics	11%	60%	0%	7% (8%)
Expected progress in reading, writing, maths			13%	46% (50%)
More than expected progress in reading, writing, maths			0%	1 (1%)

*Caution should be taken when interpreting the analysis for small cohorts.

Within this cohort figures stay close to national averages except for maths which is particularly lower. As a result, the primary model has been introduced in KS2 in order to deliver maths by specialist class teachers who are also implementing a consistent, age related new scheme of work.

Progress of DA students with lower prior attainment (from KS1).

Measure	2014-2015		2015-2016	
	FSM/CLA students* R0-W2-M0	National non FSM/CLA students	FSM/CLA students* R0-W0-M0	National non FSM/CLA students
Categories				
Cohort size in reading, writing and maths (RWM)				
Expected progress in reading	0%	86%	0%	17% (18%)
More than expected progress in reading	0%	64%	0%	1 (1%)
Expected progress in writing	100%	95%	0%	20% (22%)
More than expected progress in writing	50%	60%	0%	6% (0%)
Expected progress in mathematics	0%	83%	0%	19% (21%)
More than expected progress in mathematics	0%	44%	0%	1% (1%)
Expected progress in reading, writing, maths	-	-	0%	6% (6%)
More than expected progress in reading, writing, maths	-	-	0%	0% (0%)

*Caution should be taken when interpreting the analysis for small cohorts.

Based on 2016 figures, the whole school strategies have been put in place to improve the progress of all DA students in all subjects. Through the guidance of the SEND team and subject leaders intervention sessions have been put into place during assembly times, form times, registration and using some humanities lessons for extra core subject focus in Y6.

Attendance and engagement has an increased importance in order to encourage the small number of students who achieve significantly below their potential due to difficulties and barriers to learning they have in fully accessing the school curriculum.

Impact of strategies 2015 - 2016

In the academic year 2015 to 2016 we used pupil premium money to support a number of strategies. A summary of the impact of these strategies is given in the following table: -

Intervention/Strategy	Cost	Aim	Impact
Appointment of Inclusion Support Manager to support identified vulnerable pupils i.e. close liaison with parents, provision of 'comfort' zone, and breakfast club during SATs week.	£16000	Enhance engagement of students. Closer liaison and support from parents.	Improved attendance figures. Raised self-esteem and confidence. Social and emotional development. Pupil welfare and well-being.
Creation of year 6 English class 5 x 1hr weekly	£6000	Allow extra teaching time to address gaps in learning.	Improved pupil progress and attainment in English.
Creation of additional year 6 mathematics class 5 x 1hr weekly.	£6000	Allow extra teaching time to address gaps in learning	Improved pupil progress and attainment in mathematics.
External CPD courses to ensure challenge, pace and engagement in lessons. Supply cover costs.	£1080	To allow teachers to attend training that will further develop strategies and techniques in teaching.	Improved outcomes and learning in lessons.
Visits by teachers to primary school in Washington to observe and share good practice in mathematics. 6 days supply cover.	£1080	To allow teachers to attend training that will further develop strategies and pedagogy in teaching.	Improved teaching and learning in lessons.
Whole school focus on positive learning behaviour including being prepared for lessons and punctual for lessons – additional teaching assistant time 6 x 1hr weekly.	£2080	To model and encourage the buy-in of the behaviour policy.	Improved teaching and learning in lessons because PP pupils are prepared for lessons Improved pupil progress.
1:1 Emotional Literacy Support Assistant (ELSA) 6 x 1hr weekly.	£2080	To deploy the professional skills of trained ELSAs to support children.	Raised self-esteem and confidence in identified children. As well as generally aiding; social and emotional development, pupil welfare and well-being.
Extra-curricular clubs at lunchtime and after school, i.e. board games, Lego club, volley ball, craft and cookery.	£2340	To offer all students the opportunity to develop interests and interaction.	Raised self-esteem, confidence, social and emotional well-being.
Increased intervention programmes during form times for reading, spelling and mathematics. 10 x 1hr weekly teaching assistant support.	£4680	To maximise learning time within the school day.	Increased reading and spelling age from previous baseline results. Improved calculations and mental maths skills.
Homework club after school 2 x 1hr supervised by teaching assistant.	£936	To support students with materials and expertise as needed.	Raised self-esteem and confidence, whilst completing expected learning.
Teaching assistant support in English and mathematics lessons.	£12000	Specific support and strategies for identified	Improved pupil progress and attainment in English and

		students.	mathematics.
Acting assistant headteacher to oversee, support and ensure there is good teaching and learning practice across school.	£12000	To assess and address where necessary in order to develop teaching and learning across the school.	Improved progress and standards for all pupils in all subjects.
Total	£66184		

Disadvantaged students (Pupil Premium) Plan for 2016 – 2017

The additional income for Pupil Premium in 2016 – 2017 is expected to be £56490 for 51 pupils.

Y5 - 18

Y6 - 12

Y7 - 9

Y8 - 12

At St. Joseph's R. C. Middle School our disadvantaged students encounter various barriers to learning, many of these are shared with their non-disadvantaged peers, e.g. dealing with conceptual challenge, the practicalities of keeping organised with their homework and maintaining motivation. So taking steps on all these sorts of issues has been beneficial to all students, including those classed as disadvantaged.

Specific barriers to learning experienced more frequently by disadvantaged pupils at St Joseph's include: access to additional study materials, attendance and poor self-esteem. Due to the rurality of the area many students live some distance from school, therefore, participating in after school events and attendance at parents' consultations evenings is difficult. In addition to this, currently 16% of our disadvantaged pupils did not join St Joseph's with their cohort in September of Y5. These are considered to be mobile pupils.

As a result of this, we need to address these barriers to learning. The plans for Pupil Premium funding in 2016 – 2017 are: -

Intervention/Strategy	Sutton Trust research on likely impact of strategies:	Expected Impact
Inclusion Support Manager to support identified vulnerable pupils i.e. close liaison with parents, provision of 'comfort' zone and Breakfast Club.	Social and emotional learning +4 months	Improved attendance figures. KS2 & KS3 Co-ordinators monitoring attendance Raised self-esteem and confidence. Social and emotional development. Pupil welfare and well-being.
Creation of year 6 English and mathematics classes 10 x 1hr weekly	Reduction of class size, +3 months	Improved pupil progress and attainment in English.
Employment of HLTA 0.55 fte to teach Y6 small group English and mathematics class 10 x 1hr weekly and support disadvantaged pupils 1:1 for targeted support across all year groups.	Small group tuition +4 months	Improved pupil progress for identified pupils.
External CPD courses to ensure challenge, pace and engagement in lessons. Supply cover costs for 10 days.	Learning styles +2 months	Improved teaching and learning in lessons.
1:1 Emotional Literacy Support Assistant (ELSA) 8 x 1hr weekly.	Social and emotional learning	Raised self-esteem and confidence in identified children. Social and emotional

	+4 months	development, pupil welfare and well-being.
Extra-curricular clubs at lunchtime and after school, i.e. board games, Lego club, volley ball, craft and cookery.	Sports participation/ extending school time + 2months	Raised self-esteem, confidence, social and emotional development.
Increased intervention programmes during form times for reading, handwriting, spelling and mathematics. 10 x 1hr weekly teaching assistant support.	Small group tuition + 4 months	Increased reading and spelling age from previous baseline results. Improved calculation and mental maths skills.
Homework club after school 1 x 1hr supervised by teaching assistant.	Homework (club) +5 months	Raised self-esteem and confidence, whilst completing expected learning.
Teaching assistant support in English and mathematics lessons.	Teaching assistants +1 month	Improved pupil progress and attainment in English and mathematics.
Breakfast Club available each morning. (DA children invited to attend)	Extending school time +2 months	To encourage pupils to be in school and ready to learn.
Total		