Pupil Premium

The Pupil Premium (PP) is funding provided to schools which is additional to main school funding. The premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and lowest achievers. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been ‘Looked After’ (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years (known as “Ever 6” group).

The level of the premium in 2018-19 was £1,320 per pupil for pupils eligible for free school meals (FSM) and for pupils in care who have been continuously looked after for six months. It remained at £1320 per pupil in April 2019 for the last 5 months of the 2018-19 academic year.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils from low-income families. Since September 2012, this information must be published on the school website. Please see below for information regarding how the pupil’s premium was spent in the last academic year, the impact of this funding, and the plans for future spending.

The Funding our school is as follows.

Academic Year 2018-19 - £132,780

THE CORE OBJECTIVES FOR PUPIL PREMIUM FUNDING IN ST MONICA’S

1. The Pupil Premium funding will be used to provide additional educational support to improve the progress and to raise the standard of achievement for pupils who are now defined by the government as disadvantaged pupils.

2. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers

3. As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for pupil premium and others

4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.
BARRIERS TO EDUCATIONAL ACHIEVEMENT
The core objectives outlined previously aim to address any barriers to achievement which a percentage of our pupil premium may face. The majority of our disadvantaged children and their families are excellent students from highly supportive parents. However, nationally, there is evidence that disadvantaged children face many barriers to learning such as access to ICT equipment or to other issues such as a lack of emotional resilience. That is why the Pupil Premium grant was introduced, to overcome such barriers for disadvantaged children. In our school, some, not all groups of disadvantaged children face a range of barriers to accessing learning in a range of ways, including the following:

- Access to ICT equipment.
- Emotional development.
- Academic rigour resilience – including lower reading scores, writing scores and maths standards.
- Physical developmental and growth concerns.
- Some social and interaction difficulties.
- Social care issues, including wider family concerns and multi-agency involvement.
- Financial issues which could be a barrier to learning opportunities and experiences.

It is our duty of care to judiciously use our Pupil Premium grants to offer group and individual opportunities for children to overcome these barriers and achieve at the same level as their peers. The allocation of our funds is key to overcoming such issues.

SCHOOL POLICY
The Headteacher and governing body have agreed a policy for pupil premium to guide the use of funds and to ensure that it represents value for money.

ACCOUNTABILITY
The Headteacher, leadership team and all teaching staff will regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium and report to the governing body on its progress and impact. This report is written every Spring term as part of the whole School Improvement review/preview annual cycle. This report was presented to governors at the AGM on Wednesday 14th November 2018 and will be ratified at the next progress and Achievement committee meeting. In March 2019, the cycle of review/preview will be repeated again.

STATISTICS
In school in 2017-18 we had 113 pupils who are entitled to benefit from the additional funding.

Each entitled pupil receives £1320 per annum, plus additional funding including LAC monies, Ever six funding and these additional grants meant that the total we received in the 2018-19 academic year the school was £132,780.

The amount we received allowed us to create a strategic model for intervening for disadvantaged children and their families. This model is based on previous
successful practice for children in this group which has been commended in independent reports from external agencies including OFSTED, DfE, HMI, the local authority, and the Archdiocese.

STRATEGY FOR USING THE FUNDING
The school has looked carefully at the needs of each pupil and we have decided to use the following intervention strategies:

Providing small group learning opportunities for pupils across all year groups entitled to pupil premium (PP) funding. One main form this takes is with the provision of experienced teachers focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement.

There are additional teachers for teaching English and maths every morning in the juniors and in the infants there are additional highly skilled and specially trained teachers and teaching assistants delivering a wide range of intervention programmes every day. These programmes are focussed, time related and designed to enable PP children to achieve or exceed expectations in their learning and rate of progress.

Providing 1:1 support for pupils entitled to PP funding to help them make improved progress and to raise their standards of achievement.

Acquiring effective materials for pupils entitled to PP funding aimed at increasing broader learning opportunities across the curriculum. These range from the provision of new i pad tablets through to purchasing additional equipment in other curriculum areas. The aims of providing materials outside the core curriculum subject areas is to allow PP children enhanced access to broad and balanced curriculum opportunities.

We also subsidise extra curricular projects to allow PP children the opportunity to access additional enrichment activities. These range from the provision of after school drumming clubs, to purchasing specialist music tutors for ABRSM examinations, through to sports coaches delivering additional sporting opportunities including fencing, basketball, and gymnastics to name just a few.

The main aims of our provision through the pupil premium will be aimed at accelerating progress, moving targeted pupils entitled to funding to at least age related expectations in literacy and numeracy.

Pupil premium resources are also be used to target eligible pupils to achieve expected or greater depth standards at the end of KS1 and KS2 tests.
A SUMMARY OF THE IMPACT OF THE PUPIL PREMIUM FUNDING ON CHILDREN AT ST MONICA’S SINCE IT WAS INTRODUCED IN APRIL 2011.

Since 2011, the school has been inspected on two occasions by OFSTED and has been graded as outstanding in all areas on each inspection. We have also had two outstanding Archdiocesan inspections and been designated as a National Support School since 2014. In 2010, the year before pupil premium began, our work had been featured nationally in an OFSTED publication which praised our work with children from disadvantaged backgrounds. A follow up study to assess the sustainability of our work in this field was published again by the DfE and OFSTED in 2015. We were cited as a national exemplar of a school in a challenging area with a sustainable and successful model of delivering a high quality curriculum of range, variety and academic rigour.

We have been featured in local, national and international professional journals and have supported 14 schools from across 3 local authorities via formal school improvement initiatives for these schools. Throughout these inspections of our practice, the standards achieved by pupil premium / disadvantaged children have been highlighted as a feature of best practice.

The following data applies to the 2017-18 academic year. The term pupil premium has been given a new title of disadvantaged pupils. This will be the term used for the rest of this report.

A BREAKDOWN OF OUTCOMES FOR DISADVANTAGED PUPILS IN THE ACADEMIC YEAR 2017-18. This is the most recent full academic year available for the purpose of this report.

For the year 2017-18, we referred to the following data sets to assess our success with our disadvantaged children funding.

- additional Pupil Premium funding,
- the evidence gathered through the school’s self-evaluation strategy,
- National Inspection Data Summary Report (IDSR) and Analyse School Performance (ASP) data. These are the tools used by OFSTED to monitor and compare our work with other schools nationally.

The outcomes from these data sets indicate that the intervention strategies have been successful. They have had a very positive impact on the progress, standards and achievement of those pupils entitled to the additional funds.

The 2017-18 IDSR and ASP data is the tool used by OFSTED to monitor and compare our work with other schools nationally. It identifies the progress we make with our disadvantaged children as significantly better than other schools across the country. This external validation is welcomed by everyone at St Monica’s and further encourages us in our work with this particular group of children.

EVIDENCE:

- **Phonics: Year 1**: The 3 trend in Year 1 phonics results shows that on average our scores have been 1% above the national three year trend levels.
- In 2018, 79% of Year 1 achieved the expected standard which was 3% below the national average.
- **Phonics: Year 2**: In 2018 95% of pupils achieved the expected standard which was 3% above the national average.
- **Key Stage 1**: Standards in 2018 in *Reading* were 2% below the national average at the expected level + (73%) and 10% below the national averages at *greater depth* (15%)
- **Key Stage 2**: In 2018 the percentage attaining the *expected reading level* + (86%) was above the national average by 11%. The percentage attaining a *greater depth* score was 26%, which was below the national average by 2%.
- The percentages of children attaining the expected level in **writing, maths and reading in 2018** at Key Stage 2 was 14% above than the national average at 78% (nat av = 64%)
The progress scores for 2018 from KS1 to KS2 for reading, writing and maths combined were above the national floor targets. (St Monica’s 78%, nat av 65%)

St Monica’s has not been deemed by the DfE to be a coasting school.

A summary of 2018 EYFS and KS1 Assessments outcomes

EYFS

The percentage of pupils achieving a good level of development was below the national average at 70% was the same as the local authority average and 1% below the national level of 71%.

YEAR 1 PHONICS COHORT OF 60 PUPILS:

- Year 1: The 3-year trend in Year 1 phonics results shows that standards have been, on average, 1% above the national average for the 3 years.
- There were 60 pupils in the cohort with 79% achieving the expected standard. This was 3% below the national average of 82%.
- Phonics: Year 2: There were 59 pupils in the cohort with 95% achieving the expected standard. This was 3% above the national average of 92%.

KEY STAGE 1: WHOLE COHORT OF 60 PUPILS

- Reading: 73% of pupils attained the expected standard or above which was 3% below the national average.
- 15% attained greater depth which was 10% below the national average.
- Writing: 66% of pupils attained the expected standard or above which was 8% below the national average.
- 10% attained greater depth which was 6% below the national average.
- Maths: 63% of pupils attained the expected standard or above which was 13% below the national average.
- 12% attained greater depth which was 10% below the national average.

KEY STAGE 1: GENDER SPILT AND DISADVANTAGED PUPIL ANALYSIS

- Reading: 62% of boys attained the national standard which was 9% below the national average and 14% attained greater depth which was 8% below the national average.
- 83% of girls attained the national standard which was 3% above the national average and 17% attained at greater depth which was 12% below the national average.
- 42% of disadvantaged pupils attained the national standard in reading which was 37% below the national average and 8% attained at greater depth which was 9% below the national average.
- Writing: 52% of boys attained the national standard which was 11% below the national average and 3% attained greater depth which was 12% below the national average.
- 80% of girls attained the national standard which was 3% above the national average and 17% attained at greater depth which was 3% below the national average.
- 33% of disadvantaged pupils attained the national standard in writing which was 42% below the national average and 0% attained at greater depth which was 18% below the national average.
- Maths: 55% of boys attained the national standard which was 21% above the national average and 14% attained greater depth which was 8% below the national average.
- 70% of girls attained the national standard which was 6% below the national average and 10% attained at greater depth which was 11% below the national average.
- 33% of disadvantaged pupils attained the national standard in maths which was 47% below the national average and 17% attained at greater depth which was 8% below the national average.

A summary of 2018 KS2 test results for the whole cohort - KS2 PROGRESS – 54 pupils

- Reading: The progress measure for reading was 1.31. Taking account of the confidence interval, at best this could be 2.9 and at its worst, it could be -0.3.
• **Writing**: The progress measure for writing was -0.4. Taking account of the confidence interval, at best this could be 1.1 and at its worst, it could be -1.9.

• **Maths**: The progress measure for maths was 0.29. Taking account of the confidence interval, at best this could be 1.7 and at its worst, it could be -1.1

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**A summary of 2018 KS2 progress for disadvantaged pupils – KS2 PROGRESS - 25 pupils**

• Reading: The 25 disadvantaged pupils had a progress measure of 1.63. Taking account of the confidence interval, at best this could be 4.00 and at its worst, it could be -0.80.

> The average progress in reading for disadvantaged pupils was 1.62 which was 1.24 above the average non disadvantaged reading progress score. (na 0.31)

• Writing: The 25 disadvantaged pupils had a progress measure of -0.20. Taking account of the confidence interval, at best this could be 2.1 and at its worst, it could be -2.5.

> The average progress in writing for disadvantaged pupils was -0.20 which was 0.44 below the average non disadvantaged writing progress score (na 0.24)

• Maths: The 25 disadvantaged pupils had a progress measure of 0.22. Taking account of the confidence interval, at best this could be 2.4 and at its worst, it could be -2.0.

> The average progress in maths for disadvantaged pupils was 0.22 which was 0.11 below the average non disadvantaged maths progress score (na 0.31)

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There is a positive three year trend from 2016-2018 in prior attainment of disadvantaged pupils at St Monica’s.

In 2016, there was a prior attainment difference between disadvantaged pupils and non-disadvantaged pupils of 1.20 (Non disad = 16.56 / St Monica’s disadvantaged = 15.36)

In 2017, there was a prior attainment difference between disadvantaged pupils and non-disadvantaged pupils of 2.85 (Non disad = 17.32 / St Monica’s disadvantaged = 14.47)

In 2018, there was a prior attainment difference between disadvantaged pupils and non-disadvantaged pupils of 0.68 (Non disad = 16.93 / St Monica’s disadvantaged = 16.25)

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**A summary of 2018 KS2 test results - KS2 ATTAINMENT**

• **Reading**: 86% of pupils scored 100+ in the reading test which was 9% above the national average.

• 26% attained a high scale score (greater depth) which was 2% below the national average.

• The average scaled score was 107 compared with 105 nationally.

• **Writing**: 88% of pupils attained the expected standard which was 10% above the national average.

11% attained greater depth which was 9% below the national average.

• **Maths**: 83% of pupils scored 100+ in the maths test which was 14% above the national average.

16% attained a high scale score (greater depth) which was 7% below the national average.

The average scaled score was 105.1 compared with 104.4 nationally.

• **Combined**: 75% of pupils attained the expected standard in all three subjects (reading, writing and maths) which was 111% above the national average.

• 7% attained a high standard (greater depth) in all three subjects which was 3% below the national average.

**English Grammar, Punctuation and Spelling**: 95% of pupils scored 100+ in the EGPS tests which was 16% above the national average.
A summary of 2018 KS2 attainment for disadvantaged pupils – KS2 ATTAINMENT - 25 pupils

- Reading: 92% of disadvantaged pupils scored 100+ in the reading test which was 11% above the national average.
- Writing: 88% of disadvantaged children attained the expected standard which was 4% above the national average.
- Maths: 83% of disadvantaged pupils scored 100+ in the maths test which was 1% above the national average.
- The achievement in reading, writing and mathematics of pupil premium children reaching the expected standard (79%) was 8% above the national standard.

Financial breakdown of how we spent the pupil premium in 2017-18:

TOTAL PUPIL PREMIUM FUNDING FOR 2017-18 = £132,000.

The 2017-18 pupil premium (PP) grant was allocated in the following ways:

**Additional staffing to support PP children across school - £132,000**

- Teaching staff = £85,000
- Teaching assistants = £30,000

**Targeted school improvement strategies to raise standards for PP children**

- 1:1 intervention = £2,500
- Small group intervention = £7,500

**School improvement strategies specifically for PP children**

- Y2 and Y6 booster lessons across the year for KS1 and 2 tests = £5,000

**Additional support for PP children**

- This includes costs like subsidies for uniform, equipment, school events, and travel costs for trips throughout the year = £2,000

Total = £132,000
DESIRED PUPIL PREMIUM OUTCOMES FROM THE TARGETTED INITIATIVES - INTENT

- Disadvantaged children make good or better progress in reading, writing and maths and their attainment improves in line with non disadvantaged children.
- Whatever the ability of the disadvantaged child, the aim is for any gaps between chronological age and reading and spelling ages are closed.
- Progress towards age related expectations in reading and writing is accelerated to expected or exceeding levels.
- Progress towards age related expectations in maths is accelerated to expected or exceeding levels.

Accelerated progress for disadvantaged children so that they achieve:

- Good level of development at the end of EYFS
- Y1 phonics threshold
- Age related expectations from Y1-Y6
- Floor standards in attainment are achieved at the end of KS2 SATs
- Attendance and standard improve for PP group of children across the school.

RATIONALE FOR THIS ACTION - IMPLEMENTATION

Quality first differentiated teaching is at the heart of these interventions. Personalised intervention strategies are delivered before, during, and after school for targeted children in each year group

Small teaching groups for the core subjects for all year groups offer very good staffing:pupil ratios. This allows for ongoing daily intervention for disadvantaged groups and other children in our school.

These groups receive daily high level intervention in small groups every day of the school year. Our strategic plan to allocate resources and pupil premium grants means that there is a very high level and intensive operational structure to support these groups.

The children receive small group assistance and intervention at a range of levels across all key stages through enrichment activities which start from 8.00 a.m. through to 4.30 p.m. every day of the school year. These targeted enrichment activities offer a range of curriculum experiences, many beyond the core subject areas. They can also include support for residential and out of class activities and other such excursions.

Every year a dedicated INSET day is held at the mid-point of the academic year to review the progress to date of disadvantaged children and to preview interventions for them for the second half of the school year. This INSET day gives status and
affirmation of our commitment to close monitoring and management of our pupil premium strategy at all levels.

CONCLUSION - IMPACT

The data, outcomes and judgements from all agencies who assess the quality of our work suggests that at a number of levels, we are exceeding expectations for our pupil premium children. This approach was fully vindicated in March 2014 when we were judged for the fifth time in succession, as outstanding by OFSTED, and in 2016 when we were judged as outstanding in our Section 48 R.E. inspection.

A large reason for our historical, and recent success with pupil premium initiatives is our commitment to having the maximum staffing levels possible across the school. This include additional teachers in Year 2-6, a school resourced Y3/4 additional needs class every morning led by our SENCO, as well as a very high level of teaching assistant support.

All of the staff are dedicated to improving the outcomes for all the children in their charge but they also have a specific brief as well to target, intervene and challenge disadvantaged children. It is this intensive, on-going support all year round, which is at the bedrock of our successes, and while the pupil premium funding is maintained, it allows us to have a sustainable pupil premium spending philosophy and practice which provides a staffing model which is relevant to the needs of our children,

Paul Kinsella

Headteacher

St Monica’s Catholic Primary School

Monday 5th November 2018.