

# **Pupil Premium spending at St Augustines of Canterbury Catholic Primary School**

**2014- 15**



## **What is the Pupil Premium?**

Below is a breakdown of how the Pupil Premium funding is spent at St Augustines during the financial year 2014- 15. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying, equalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Pupil Premium is allocated to schools based on the number of children who are either receiving Free School Meals currently, or have done so in the last 6 years.

In the 2014 to 2015 financial year, schools receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,300 for pupils in reception to year 6.

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

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

In addition children of service personnel in Reception to Year 6 receive funding, which is designed to assist the school to provide emotional and social support in addition to any academic support needs. The Service Pupil Premium is £300 per pupil.

## **How are children selected for support?**

At St Augustines of Canterbury Catholic School we very carefully assess which children may be considered vulnerable to underachievement. Assessment data is regularly scrutinised to quickly identify any child who is underachieving. Additional support is quickly put in place to support these pupils, including via Pupil Premium Funding. Whilst the school recognises that children eligible for Free School Meals statistically underachieve nationally, this is not always the case and the school will not automatically target Pupil Premium Funding equally towards all FSM pupils, as some achieve as well as their peers and a few achieve higher. Additional support is therefore allocated on a case-by-case basis. For further details of how funding is allocated, please read the school's 'Pupil Premium Policy' in the policy area of the school website.

## How is Pupil Premium Funding spent 2014- 15?

<b>Pupil Premium Allocation 2014- 15= 17,700.00</b>	
<b><u>Intervention</u></b>	<b><u>Costs</u></b>
<p><b>Turnabout</b> The school has purchased and trained staff to implement Turnabout which is a programme designed to develop many aspects of mental ability essential for learning, with emphasis upon improving memory. Pupil premium children who have been identified as under- achieving in literacy and numeracy are prioritised for this intensive 1:1 intervention to provide 3 x 20 minute sessions a week for a limited period of 12 weeks to close any attainment gap.</p>	<p>Initial cost of intervention- 1150.00</p> <p>Approx. 6 children- £837.54</p>
<p><b>Teaching assistants</b> A large team of eleven TAs are deployed to support in literacy and numeracy lessons allowing the teacher/TA to focus more closely on Vulnerable children including FSM pupils. In addition to this the TAs carry out interventions to small groups of children who have been identified as requiring additional support (prioritising Pupil Premium children).</p> <p><b>Daily reading-</b> support children who are not having the opportunity to read at home or who may be beginning to underachieve in this vital area.</p> <p><b>Rapid Writing/ Narrative Therapy-</b> supporting children who are struggling with writing in two thirty minute structured guided writing sessions.</p>	<p>£10,967.31 allocated towards the total cost of TA budget (Whole school TA employment costs approx. 11,000 a month with on costs in 2014/15)</p>
<p><b>6 week Year 6 transition Pyramid Club</b></p> <p>Preparation for vulnerable children including FSM pupils to transfer to secondary school</p>	<p>2 H9 TAs- £120.15</p>
<p><b>Homework Club</b> 1 hour after school each week for PP children who are not having the opportunity to complete it at home with support.</p>	<p>1 Teacher- £1,225</p>

<b>Termly mentoring sessions</b> providing effective feedback so that PP children know where they are and what they need to do to improve. 6x20 mins (2 hours a year)	12 days supply a year- £2,200
<b>Funding for school trips (including camp week)</b> for PP children as we understand the impact that inclusion in extra-curricular activities have on academic achievement.	£600
<b>Funding for school after school clubs which incur a cost</b> to improve the self-esteem of PP children.  Please note PP children are given priority at all after school clubs run by class teachers e.g. forest skills, coding, netball	£600

### How is the impact measured?

The impact of Pupil Premium Funding is measured in the following ways:

- All vulnerable children (including FSM children) are closely monitored throughout the year via four Pupil Progress Meetings. During these meetings all teachers meet with a member of the Senior Leadership Team and discuss any child considered potentially vulnerable or underachieving and agree strategies to close this achievement gap.
- The Senior Leadership Team provides data analysis reports to the Governing Body at the end of the academic year which includes comparative data on the performance of children who receive Pupil Premium funding against that of their peers.
- A written report on the impact of Pupil Premium Funding is provided to the Governing body annually.

## What was the impact of the Pupil Premium Funding?

Initiative	What was achieved?	Impact
<b>Turnabout</b>	<ul style="list-style-type: none"> <li>➤ Turnabout was purchased and all TAs and the SENCO attended a day training session on the programme.</li> <li>➤ Three PP children participated in the intensive programme.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All three PP children made progress in the core subjects. 2 of the 3 made well above expected progress in maths and one in reading (6 points).</li> </ul>
<b>Teaching Assistants- Literacy and numeracy support and interventions</b>	<ul style="list-style-type: none"> <li>➤ Teaching assistant support allowed the teacher/TA to focus more closely on vulnerable children including FSM pupils.</li> <li>➤ A core set of structured interventions was implemented across the school providing additional support for vulnerable children including FSM pupils to increase their attainment and 'narrow the gap'.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All PP children made progress in maths, reading and writing.</li> <li>➤ At KS1 83% of PP children made 6 or more points progress in writing and 83.4 in maths. Unfortunately we are unable to make a true comparison with reading due to only having data from Dec.</li> <li>➤ At KS2 78.6% of PP children made 4 or more points progress in reading, 64.2% at writing and 78.6% in maths.</li> </ul>
<b>Transition Pyramid Club</b>	<ul style="list-style-type: none"> <li>➤ Vulnerable Y6 children attended 6 transition sessions which included visits from Y7 pupils, a tour of the local secondary school and a meet a greet session with a secondary teacher.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The additional support and visits increased the children's confidence in making the transition to secondary education.</li> <li>➤ Good links were made with the local secondary school.</li> </ul>
<b>Homework Club</b>	<ul style="list-style-type: none"> <li>➤ Homework club was well attended.</li> <li>➤ PP children were given the opportunity to complete homework set with the support of a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>➤ PP children completed homework.</li> <li>➤ All PP children made progress in maths, reading and writing.</li> </ul>

<p><b>Termly Mentoring sessions</b></p>	<ul style="list-style-type: none"> <li>➤ Mentoring sessions devised and staff given training on how to hold an individual mentoring meeting with a PP pupil.</li> <li>➤ Mentoring sessions introduced and started in T5 for PP children.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teaching staff ready to competently mentor PP children in 2015/16 with new assessment system</li> <li>➤ All PP children had experienced the mentoring system and had been given feedback for the academic year.</li> </ul>
<p><b>School Trips</b> <b>After school clubs</b></p>	<ul style="list-style-type: none"> <li>➤ <u>All</u> children were included in extra curricular activities and trips.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <u>All</u> children experienced enrichment activities linked to the curriculum e.g. trips to the history and science museum in London, @ Bristol, St Fagans etc.</li> <li>➤ Due to home circumstances one child attended the extended hours after school club.</li> </ul>