

Pupil Premium spending at St Augustines of Canterbury Catholic Primary School

2015- 16



What is the Pupil Premium?

Below is a breakdown of how the Pupil Premium funding is spent at St Augustines during the financial year 2015- 16. 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 2015 to 2016 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:

- £1,320 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 2015- 16?

Pupil Premium Allocation 2015- 16= 16,000	
<u>Intervention</u>	<u>Costs</u>
<p>Afternoon EYFS TA support to allow the Teacher/TA to focus more closely on vulnerable children including FSM pupils. By providing this additional support at the beginning of a child's primary school education, we aim to prevent an achievement gap opening as they learn vital early English and Maths skills.</p>	<p>2.5 hours x 4 £6708.00</p>
<p>Two Reading Assistants The school has employed and trained two reading assistants. They work with children in Y1 - 6 who have been identified as having limited reading opportunities at home or are reading at a level below expected of their age.</p>	<p>H14 £9.70 £8652.00</p>
<p>Intervention Resources Pupil premium children who have been identified as under-achieving in reading, writing or maths are prioritised for these intensive 1:1 interventions to close any attainment gap.</p> <p>Rapid Reading The school has purchased and trained staff to implement Rapid Reading which is a structured programme which supports children who find reading difficult.</p> <p>Rapid Writing Rapid Writing was introduced last year to support children who are struggling with writing. New log books for individual children need to be purchased each year.</p> <p>Plus 1 and Power of 2 Coaching manuals are needed for individual children to allow a TA to deliver highly structured maths support.</p>	<p>Initial purchase cost of Rapid Reading - £800.39</p> <p>Microphones- £32.97</p> <p>Rapid Writing log books- £183.00</p> <p>Power of 1 and 2 recording books- £170.00</p>

<p>Lunch Time Clubs TAs run Lunch clubs from 12:30 - 1:00 each day for Vulnerable and Pupil Premium pupils e.g. Lego, crafts, junk modelling. Group focus to be on interaction and social skills.</p>	<p>Lunch clubs- £1546.00</p> <p>Club start up equipment costs- £218.31</p>
<p>Homework Club 1 hour after school each week for PP children who are not having the opportunity to complete it at home with support.</p>	1 Teacher- £1,225
<p>Termly mentoring sessions 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)</p>	12 days supply a year- £2,200
<p>Funding for school trips (including camp week) for PP children as we understand the impact that inclusion in extra-curricular activities have on academic achievement.</p>	£600
<p>Funding for school after school clubs which incur a cost to improve the self-esteem of PP children.</p> <p>Please note PP children are given priority at all after school clubs run by class teachers e.g. forest skills, coding, netball</p>	£600
<p>Funding for Breakfast Club for children with poor attendance.</p>	£1,500
<p>Uniform To ensure that all children feel included in the school community if needed a jumper or cardigan will be purchased using Pupil Premium funding.</p>	£200
<p style="text-align: right;">Total</p> <p>Cost</p> <p style="text-align: center;">School</p> <p>Allocation</p>	<p>24,635.67</p> <p>8635.67 plus additional SEN intervention programmes funded from the SEN budget taught by TAs.</p>

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
Additional EYFS TA support	<ul style="list-style-type: none"> ➤ Reception class had TA support for 90% of the school week. ➤ The 4 PP children accessed additional support to meet their needs. 	<ul style="list-style-type: none"> ➤ All 4 PP children made above expected progress from their starting points. ➤ 1 child attained a good level of development.
Two Reading Assistants	<ul style="list-style-type: none"> ➤ 2 Reading assistants were employed and trained. ➤ Vulnerable children read daily in school. 	<ul style="list-style-type: none"> ➤ 71.4% of PP children made expected progress or more in reading. <p>* Poor attendance from some of our Traveller children impacted on the overall percentage.</p>
Intervention resources	<ul style="list-style-type: none"> ➤ A core set of structured interventions were implemented across the school providing additional support for vulnerable children including FSM pupils to increase their attainment and 'narrow the gap'. 	<ul style="list-style-type: none"> ➤ 71.4% of PP children made expected progress or more in reading. ➤ 64.2% of PP children made expected progress or more in writing. ➤ 57.1% of PP children made expected progress or more in maths.

		<p>* Poor attendance from some of our Traveller children impacted on the overall percentage.</p> <p>➤ In 2015/ 16 the main emphasis of our school interventions was reading and writing with very few PP children receiving additional intervention support in maths. In 2016/17 Specialist Maths TA to be introduced to support KS2 Maths and progress for vulnerable learners in this area.</p>
Lunch Time Clubs	<p>➤ Lunch time clubs implemented and well attended by PP children and their friends.</p>	<p>➤ Children have access to clubs which they would normally not be able to attend as they have been run in school time. This has allowed them to pursue their talents and interests.</p>
Homework Club	<p>➤ The Homework club was well attended.</p> <p>➤ PP children were given the opportunity to complete homework set with the support of a teacher.</p>	<p>➤ 75% of targeted PP children were supported to complete homework. Submission rates for homework have improved.</p>
Termly mentoring sessions	<p>➤ PP children had 5 mentoring sessions in the academic year with their class teacher and plans were recorded.</p>	<p>➤ Class teachers had an increased knowledge of the PP children academically and in the wider context of the school community (clubs, responsibilities).</p> <p>➤ 1:1 feedback gave the PP children a clear understanding of targets and what they needed to do to improve.</p>

		<ul style="list-style-type: none"> ➤ Next year parents to be involved in the target setting and reviews.
School trips	<ul style="list-style-type: none"> ➤ When in school all PP children attended school trips. 	<ul style="list-style-type: none"> ➤ PP children's knowledge and experience of the world increased, for example, a traveller child experience his first visit to a museum and for others they enjoyed visiting London for the first time.
After school clubs	<ul style="list-style-type: none"> ➤ PP children were given priority for an extensive range of clubs run by the teaching staff. ➤ The school funded a dance club run by a professional dancer for 7 weeks for PP children. ➤ School paid for some PP children to attend paid for after school clubs run by outside providers. ➤ Due to home circumstances 3 places were funded at after school club for 2/3 sessions a week. 	<ul style="list-style-type: none"> ➤ 70% of PP children attended an after school club.
Breakfast Club	<ul style="list-style-type: none"> ➤ Some Breakfast Club places were made available to children with consistent lateness. 	<ul style="list-style-type: none"> ➤ Unfortunately, breakfast club was not as well attended as hoped. Alternative clubs/ incentives are being explored to improve punctuality and The Traveller Welfare Team are working with some of our families.
Uniform	<ul style="list-style-type: none"> ➤ All PP children are attending school in the school jumper or similar. 	<ul style="list-style-type: none"> ➤ All PP children especially the Traveller children who move between schools regularly feel part of our community.