

St Dunstan's Catholic Primary School

Pupil Premium Funding Expenditure & Outcomes:

2016-17 report

Background

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) and children who have been looked after continuously for more than six months. From April 2012 this also includes pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

The impact in educational attainment from expenditure of the pupil premium funding is reflected in the results of the school. The school has extensive monitoring and support systems in place to enable favourable outcomes for the most vulnerable pupils.

Overview of the school

Our mission is to be a happy, caring and compassionate Catholic community where each child's gifts are developed to the full and the foundations for lifelong learning are laid down.

Everyone will be supported, nurtured and inspired to be the very best they can be and to persevere to overcome life's challenges.

With God's help, we will educate our children to live safely and responsibly, to care for His wonderful creation and to live their lives through the example of Jesus and the values of the Gospel.

This is a breakdown of how the school uses its Pupil Premium funding from its school budget.

Number of Pupils and Pupil Premium (PP) received 2016-17	
Total number of pupils on roll: Reception to year 6	570
Total number and % of pupils eligible for PP (Reception to Year 6)	11.1%
Amount of PP received per pupil	£1320 x 34 £300 x 1 £1900 x 2
Total amount of PP received	£48,980.00



How will the Pupil Premium funding be spent in 2016-17?

Key Objectives

To ensure all teaching is at least good or outstanding.

To ensure all pupils make at least expected progress and those at risk of underachieving make accelerated progress.

Attainment is above the national averages at the end of EYFS, KS1 and significantly above by the end of KS2.

PP Spending	Aim
Contribution to the employment of a full time, non-class based Inclusion Leader .	To: <ul style="list-style-type: none"> ○ Support the key objectives ○ Plan, monitor and evaluate interventions across the school ○ Provide training and support for staff ○ Support partnerships with parents and outside agencies ○ Track the progress of underachieving pupils. ○ Tracks pupils' participation in extra-curricular activities. ○ Liaise with the SLT in regards to areas of improvement. ○ Champion the disadvantaged pupils for whom the funding is allocated. ○ Monitor and support the emotional well-being of pupils, alongside class teachers and support staff.
Quality First Teaching Continuing Professional Development for staff both in school and off site.	To: <ul style="list-style-type: none"> ○ Ensure all teaching is at least good or outstanding. ○ Ensure all pupils make at least expected progress and those at risk of underachieving make accelerated progress. ○ Ensure there is a culture of high expectations for all learners within the school. ○ Attainment is above the national averages at the end of EYFS, KS1 and significantly above by the end of KS2. ○ Ensure that the needs of all learners are supported within the classroom to enable progress to be made and the curriculum to be accessible.



<p>Early Intervention</p> <p>Targeted support for pupils in EYFS and Year 1 that focuses on key literacy skills, language and communication, as well as Maths.</p>	<p>To:</p> <ul style="list-style-type: none">○ Identify children who may need additional support early on e.g. Wellcom Language screener.○ Provide language and communication intervention for pupils with low language levels.○ Provide additional reading books for pupils who need a more structured approach and 1:1 reading in school.○ Provide support through parent workshops in reading, phonics/spelling and maths.
<p>Staffing and resources for “catch up” interventions</p> <p>This includes Reading, Writing, Maths and Speaking and Listening.</p>	<p>To:</p> <ul style="list-style-type: none">○ Accelerate progress in Reading, Writing, Speaking and Listening and Maths for pupils who are at risk of underachieving.○ Narrow and close gaps as quickly as possible, with a particular focus on Year 1.
<p>School Development Plan area focusing on Growth Mind-set and Behaviour for Learning.</p> <p>Recommended strategy from the Education Endowment Foundation</p>	<p>To:</p> <ul style="list-style-type: none">○ Provide all staff with the knowledge and strategies to use the concepts of growth mind-set to improve quality first teaching and outcomes for pupils.○ Provide children with a growth mind-set attitude that creates a more positive attitude towards learning and as a result make more progress.○ Develop aspirations for all pupils in the short and long term.
<p>The staffing and resources for the Rainbows programme</p>	<p>To:</p> <ul style="list-style-type: none">○ Support children to deal with the emotional impact of loss, grief and separation within a family.



Outcomes:

- Performance of Pupils Eligible for the Pupil Premium 2016-17
- Performance of Pupils Eligible for the Pupil Premium over time (2011/12 – 2015/16)

2016/17: The performance outcomes will be published at the end of the academic year.

The overall trend for the past 4 years 2011-16:

KS1 Attainment

Year	Reading		Writing		Maths	
	L2+	L3+	L2+	L3+	L2+	L3+
2011-12	100%	33%	100%	33%	100%	33%
2012-13	100%	0%	100%	0%	100%	0%
2013-14	100%	50%	50%	0%	50%	0%
2014-15	100%	25%	100%	25%	100%	25%

Year	Reading	Writing (Teacher assessment)	SPaG	Maths
2015-16	62.5% working at national standard	37.5% working at national standard	50% working at national standard	37.5% working at national standard

KS2 Attainment

Year	Reading, Writing and Maths (2011-12 English and Maths)		Reading		Writing		Grammar, Punctuation and Spelling		Maths	
	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
2011-12	57%	0%	English Level 4+ 57%		English Level 5+ 0%		N/A	N/A	71%	29%
2012-13	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%
2013-14	100%	33%	100%	78%	100%	44%	100%	78%	100%	44%
2014-15	75%	16.7%	91.7%	50%	100%	30.5%	83.3%	41.7%	83.3%	25%

Year	Reading, Writing and Maths		Reading		Writing		SPaG		Maths	
2015-16	Scaled score 100	Scaled score 110+	Scaled score 100	Scaled score 110+	Scaled score 100	Scaled score 110+	Scaled score 100	Scaled score 110+	Scaled score 100	Scaled score 110+
	66.6%	33.3%	83.3%	50%	83.3%	33.3%	66%	66.6%	66%	33.3%



KS2 Progress

Year	Reading	Writing	Maths
2011-12	English 71% made expected progress		86% made expected progress
2012 – 13	100% made expected progress 0% made more than expected progress	100% made expected progress 0% made more than expected progress	100% made expected progress 0% made more than expected progress
2013 – 14	100% made expected progress 33% made more than expected progress	100% made expected progress 44% made more than expected progress	100% made expected progress 22% made more than expected progress
2014 - 15	92% made expected progress 17% made more than expected progress	100% made expected progress 67% made more than expected progress	83% made expected progress 25% made more than expected progress
2015-16	Average progress score: 1.96	Average progress score: 3.2	Average progress score: 0.81