

Pupil Premium Impact Statement

2017-18

PUPIL
PREMIUM



St Gerard's Catholic Primary School

"Guided by God, St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve."

We have high aspirations for all the children in our school community and believe that all children should be given the opportunity to reach their full potential. We seek, as a school community, to provide personalised learning opportunities and targeted support to allow every child to flourish.

As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

In order to meet the above requirements, the Governing Body of St Gerard's Catholic Primary & Nursery School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

Our priorities at St Gerard's Catholic Primary & Nursery School are:

- To narrow the gap for those pupils not on track to achieve the expected standard at the end of KS1 and KS2.
- To narrow the gap for those pupils in receipt of EYPP (Early Years Pupil Premium)
- To ensure early identification of additional needs and to promote early and effective intervention programmes.
- To ensure that there is extra support to facilitate emotional and social development in addition to academic support.
- To use academic and local research to make informed choices about the most suitable intervention programmes to use with our children to ensure we are promoting accelerated learning.

This provision will include:

- Facilitating pupils' access to education.
- Facilitating pupils' access to our curriculum.
- Additional teaching and learning opportunities where deemed appropriate.
- Alternative support and intervention.
- Provision of extra-curricular learning.
- Provision for more-able pupils to ensure they are challenged and unlock all of their potential



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Legislative Context: Online reporting

Revised reporting of Pupil Premium strategy came into effect on 8 September 2016

Guidance

Pupil Premium: funding and accountability for schools - Gov.uk

Our School Mission:

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Introduction

Each year all schools must publish on line information regarding their planned expenditure of Pupil Premium Funding. Details of the specific information you need to publish can be found in DFE guidance on [what local-authority-maintained schools must publish online](#).

Funding is allocated at the rate of £1320 for pupils eligible for Free School Meals(FSM) at any point in the past 6 years. £2300 for any pupils who has left Local Authority Care, as a result of adoption; special guardianship order; a child arrangements order; who has been in local authority care for 1 day or more.

There is a requirement for all schools to publish details of their Pupil Premium Strategy and Impact Statement on their website

Purpose

This impact statement has been written to summarise how we have:

- Identified the needs of Pupil Premium children in our school and any barriers to their possible progress
- Addressed these through specific, realistic targets with appropriate timescales,
- Targeted funding in order to accomplish our targets for the benefit of Pupil Premium children.
- Ensured that high quality teaching provides appropriate support and challenge for disadvantaged pupils.
- Ensure that we achieve the most efficient use of resources and are able to respond to new challenges
- Provided appropriate training to our teaching and support staff
- Continuously monitor progress against our set objectives
- Diminished the gap in terms of progress and achievement between disadvantaged and non-disadvantaged pupils
- Provided the very best opportunities for all our pupils

Guidance

Pupil Premium: funding and accountability for schools - Gov.uk.

Teaching Schools Council: Guidance on effective use of pupil premium funding

Education Endowment Foundation – Effective Pupil Premium



ST. GERARD'S
CATHOLIC
PRIMARY AND
NURSERY SCHOOL

ST GERARD'S CATHOLIC PRIMARY & NURSERY SCHOOL
Pupil Premium Strategy - 2017/18

Summary information					
School	St Gerard's Catholic Primary & Nursery School				
Academic Year	2017/18	Total PP budget	£187,399	Date of most recent PP Review	July 2018 2018
Total number of pupils	199	Number of pupils eligible for PP	113 (56.7%)	Date for next internal review of this strategy	September 2018

Proposed spend of Pupil Premium – 2017-2018

The Pupil Premium provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1300 per child)
- who have been continuously looked after for the past six months (£1900 per child)
- for children whose parents are currently serving in the armed forces (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

St Gerard's Catholic Primary and Nursery School is committed to providing effective resources and ensuring support is in place for our disadvantaged students to improve their academic outcomes.

This document details the proposed spend of the Pupil Premium 2017-2018.

Breakdown of Pupils			
	Total of Pupils	Total of Pupil Premium Pupils	% of Total Cohort
Year 1	25	11	44%
Year 2	30	23	77%

Year 3	32	19	59%
Year 4	30	22	73%
Year 5	30	21	70%
Year 6	22	17	77%

Performance of Pupil Premium against non-Pupil Premium at the end of Autumn Term – Key Stage 1 (Year 2)

	<i>Pupils eligible for PP – Yr 2 pupils (22)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in Reading, Writing and Maths	6	
% making progress in Reading	19	
% making progress in Writing	19	
% making progress in Maths	16	

Performance of Pupil Premium against non-Pupil Premium at the end of Autumn Term – Key Stage 2 (Year 6)

	<i>Pupils eligible for PP – Yr 6 pupils (17)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in Reading, Writing and Maths	4	
% making progress in Reading	6	
% making progress in Writing	8	
% making progress in Maths	7	

Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Limited life experiences that impacts negatively upon English progression throughout the school.
B.	Pupils perceptions and future aspirations.
C.	Low self-esteem/self-confidence/awareness
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	

D.	Behaviour for Learning – Social and Emotional Development
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Key Objective One: to improve the outcomes for FSM pupils to bring attainment in line with age-related expectation

Academic year	2017/18
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How will Pupil Premium be spent in 2017/18?

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Monitoring and Evaluation
To improve the outcomes for FSM pupils to bring attainment in line with age-related expectation	Employment of a Family Support Worker to provide care and promote the welfare of all pupils, but particularly those that are considered vulnerable, for example: those who suffer from abject deprivation; those experiencing domestic violence, poor attendance, safeguarding and/ or young carers. This also includes training the Family Support Worker for dealing with such circumstances too.	Increased attendance helps to narrow attainment gaps with peers. Behaviour interventions: Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects	KL, EN, JMc, PW	Pupils feel valued as individuals and are encouraged in their learning, growth and social development in a healthy and safe environment. Accessible and sympathetic contact for all pupils, issues are addressed and are not barriers to learning. Effective links with parents/carers. Strong links with community agencies, for example, School Health, EWO, CAHMS, Educational Psychology, Social Care facilitates an integral approach.
Total budgeted cost				£31,733

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Monitoring and Evaluation
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To improve the outcomes for FSM pupils to bring attainment in line with age-related expectation	Employment of additional teacher to enable the Senior Assistant Head to be non-class based in order to focus on overcoming gaps in learning to help children to make improved progress and to raise their standards of achievement through delivering and monitoring interventions and to monitor the data and curriculum closely.	Reduction of the attainment gap between FSM and non FSM in Reading, Writing and Maths.	KL, EN, JMc	Tracking and monitoring data of FSM cohort. Pupil progress meetings.
Total budgeted cost				£29,683

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Monitoring and Evaluation
To improve the outcomes for FSM pupils to bring attainment in line with age-related expectation	To continue to implement the Read Write Inc. Phonics programme throughout the school to improve the attainment and outcomes of children at the end of Key Stage 1. (Programme is in its second year from September 2017.)	An increase in the attainment in the year 1 phonics screening check at the end of the academic year and an increase in attainment in reading and writing at the end of KS1.	KL, JMc RD	Tracking and monitoring data of FSM cohort. Pupil progress meetings.
Total budgeted cost				£9,000

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Monitoring and Evaluation
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To improve the outcomes for FSM pupils to bring attainment in line with age-related expectation	To employ TAs to provide small group tutoring/ 1 to 1 for FSM children currently working below age-related expectation in Literacy and Numeracy, implementing immediate feedback on learning To employ a secondary school Mathematics and English Teacher to provide small group and 1:1 tuition to children.	A reduction in the attainment gap of FSM and non FSM pupils in all years in Reading, Writing, and Maths levels	KL, JMc, EN	Tracking and monitoring data of FSM cohort via data collection, pupil feedback. Early intervention through delivery of a variety of interventions to ensure a high percentage of children meet expected level. To have TAs working to deliver interventions throughout the curriculum to children in receipt of FSM to reduce the attainment gap across the school.
Total budgeted cost				£16,000

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Monitoring and Evaluation
To improve the outcomes for FSM pupils to bring attainment in line with age-related expectation	Fund for Breakfast and After School Club	An increase in attendance and punctuality and a reduction of the attainment gap between FSM and non FSM in Reading Writing and Maths.	KL, JMc PW, EN	Monitor Attendance at Breakfast/After-school club. Tracking and monitoring data of FSM cohort. Pupil progress meetings.

Total budgeted cost £

Key Objective Two: to improve curriculum engagement and academic achievement for FSM pupils.

Academic year

2017/18

How will Pupil Premium be spent in 2017/18?

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Monitoring and Evaluation
<p>To improve curriculum engagement and academic achievement for FSM Pupils</p>	<p>A reduction in payments for school Visits and residential visits with links to the National Curriculum.</p> <p>To provide children with enriched opportunities to extend their understanding of the curriculum, this includes additional sports coaches, Spanish Teacher and Music Lessons. Greater effects have been identified for learners of primary school age in terms of impact on cognitive tests; evidence supporting the academic impact of programmes which develop skills in music performance in particular and physical education.</p>	<p>A reduction in the attainment gap of FSM and non FSM pupils in all years from April 2017-March 2018 in Reading, Writing, and Maths levels to enhance and enrich their understanding and experiences. Arts participation: Greater effects have been identified for learners of primary school age in terms of impact on cognitive tests; evidence supporting the academic impact of</p>	<p>KL. EN, JMc,</p>	<p>Monitor trips, purpose, outcomes, follow up work, progress.</p> <p>Monitor impact of Physical education activities, music and the additional enrichment of the curriculum. Pupil feedback provides evidence of impact. Pupil progress meetings. Close monitoring of the pupil's attainment will be carried out to measure the impact of the resources on the children.</p>

		programmes which develop skills in music performance in particular.		
Total budgeted cost				£10,000

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Monitoring and Evaluation
To improve the outcomes for FSM pupils to bring attainment in line with age-related expectation	To purchase specific resources relevant to meet individual FSM needs and to support their learning within the curriculum. These include relevant subscriptions which support children such as magazine subscriptions.	A reduction in the attainment gap of FSM and non FSM pupils in all years from April 2017-March 2018 in Reading Writing and Mathematics.	KL, JMc, EN	Progress meetings will highlight specific needs of individuals in order to aid progress. Close monitoring of the pupil's attainment will be carried out to measure the impact of the resources on the children. meetings.
Total budgeted cost				£20,000

Measure of impact for Pupil Premium expenditure in 2017/18:

- ✓ We will evaluate the impact on each pupil at the end of each term through 'Pupil Progress Meetings' – which take place with class teachers and the Assessment Leader / Senior Assistant Head who will feedback to the Head teacher.
- ✓ Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the interventions and 'extra' programmes which aim to raise progress. Ultimately progress and achievements in reading, writing (English) and maths will increase and value added indicators will indicate positive outcomes for all children.
- ✓ Improvement in attendance will be evident as a result of enjoy and achievement with a creative curriculum.
- ✓ Children's wellbeing evidenced through behaviour and improvement in self-esteem.

Lessons Learnt during 2017-18

In-School Barriers:

- A:** Limited life experiences that impacts negatively upon English progression throughout the school.
- B:** Pupils perceptions and future aspirations.
- C:** Low self-esteem/self-confidence/awareness

External Barrier:

- D:** Behaviour for Learning – Social and Emotional Development

Data Analysis 2017-18

Cohort Summary information – KS2 2018					
School	St Gerard's Catholic Primary & Nursery School			Number of Children	22
Number of children taken tests			21	Pupil Percentage:	4.5% per pupil
Academic Year	2017/18	Pupil Premium Children	17	Number of Boys/Girls	Boys: 13
		Pupil Premium +SEN	5 (100%)		Girls: 9
New Starters KS2	5	Non Pupil Premium Children	5	Number of SEND:	5
				Number of EAL:	2 (100% ARE+)

KS2	Reading	Writing	Maths	SPAG (GPS)	RWM Combined
All pupils					
ARE+	86%	77%	86%	82%	77%
GD	23%	27%	32%	36%	13%
Pupil Premium					
ARE+	82%	71%	82%	82%	82%
GD	30% (5)	30%	30%	35%(6)	18%(3)
Non Pupil Premium					
ARE+	100%	100%	100%	80%	80%
GD	20% (1)	20%	40%	40%(2)	0%
Boys					
ARE+	84%	70%	84%	84%	70%
GD	15%	7.5%	30%	30%	7.5%
Girls					
ARE+	88%	88%	88%	77%	77%
GD	44%	55%	33%	44%	22%

(The data is valid although not representative if group size ≤ 5).

Progress by the end of KS2 is outstanding for almost all pupils

The progress of the 2018 cohort has shown significant increase in all subject areas - due to instilling high aspirations and building resilience, excellent teaching, specialist teachers, targeted interventions delivered consistently and responsively, embedded cross-curricular learning, a personalised engaging curriculum and activities. This has been complimented by the emotional and social support given to all pupils through various initiatives and a family support worker.

Progress Score				
	2016 +	2017 +	2018 +	LA 2018 +
Reading	2.8	3.5	3.4	0.4
Writing	0.1	2.9	2.4	0.5
Maths	1.5	6.7	4.4	0.5

Progress measures: KS1 to KS2

Reading progress score The progress has remained significantly above Local Authority progress scores and is evident across the range of pupils include those that achieved a level 3 in KS1. There are 9 children who show a negative progress trend based:

Boys : 7/9
 Girls: 2/9
 Pupil Premium: 7/9
 Non Pupil Premium: 2/9
 SEN: 4/9
 EAL:0/9

Writing progress score the progress is line with previous year and significantly higher than Local Authority. There are 9 children who show a negative progress trend based:

Boys : 8/9
 Girls:1/9
 Pupil Premium:7/9
 Non Pupil Premium:2/9
 SEN:4/5
 EAL:0/9

Mathematics progress score The progress score has remained significantly higher than LA scores. There are 7 children who show a negative progress trend based:

Boys :5 /7
 Girls: 2/7
 Pupil Premium: 6 /7
 Non Pupil Premium: 1/7
 SEN: 4/7
 EAL:0 /7

Key Stage 1 Data:

Cohort Summary information KS1 2018				
School	St Gerard's Catholic Primary & Nursery School		Number of Children	30
Number of children taken tests			30	Pupil Percentage: 3.33% per pupil
Academic Year	2017/18	Pupil Premium Children	23	Number of Boys/Girls
		Pupil Premium +SEN	5(83%)	

New Starters KS1	4 (Below ARE)	Non Pupil Premium Children	7	Number of SEND:	6
				Number of EAL:	0

Achievement in Reading by the end of KS1

The data for Disadvantages v Non Disadvantaged is valid but not representative as it is >5

- Attainment and progress in reading requires continued improvement across all groupings.
- Pupils' achieving expected standard or above by the end of KS1 in reading is 60%
- Pupils' achieving greater depth by the end of KS1 in reading is 13%,
- Disadvantaged pupils' (26) achieving expected standard or above by the end of KS1 in reading is 58% compared to 75% of Non-disadvantaged.
- Disadvantaged pupils' achieving higher standards by the end of KS1 in reading is 12% compared to 25% of Non-disadvantaged.
- Boys attainment of ARE+ was 67% compared to girls attainment of ARE+ being 53% - this is at odds to National data.
- However no boys achieved greater depth against 4 girls achieving greater depth.
- Despite attainment being below National and LA attainment Progress in reading is good. By the end of KS1, all groups made considerable progress given their low starting points this has accelerated and will continue to do so as the WRInc program is embedded and curriculum opportunities exploited.

Achievement in Writing by the end of KS1

The data for Disadvantages v Non Disadvantaged is valid but not representative as it is >5

- Boys attainment of ARE+ was 67% compared to girls attainment of ARE+ being 47% - this is at odds to National data.
- Attainment in writing requires continued improvement across all groupings.
- Pupils' achieving expected standard or above by the end of KS1 in writing is 57%,
- Pupils' achieving higher standards by the end of KS1 in writing is 12%,
- Disadvantaged pupils' (26) achieving expected standard or above by the end of KS1 in writing is 54% compared to 75% of non-disadvantaged.
- Disadvantaged pupils' (26) achieving higher standards by the end of KS1 in writing is 28% compared to 25% of non-disadvantaged pupils.
- However no boys achieved greater depth against 3 girls achieving greater depth.
- Despite attainment being below National and LA attainment, Progress in writing is good.

Achievement in Maths by the end of KS1

The data for Disadvantages v Non Disadvantaged is valid but not representative as it is >5

- Disadvantaged pupils' (26) achieving expected standard or above by the end of KS1 in maths is 62% compared to 75% of non-disadvantaged.
- Attainment in maths requires improvement.
- Pupils' achieving expected standard or above by the end of KS1 in maths is 63%,
- Pupils' achieving higher standards by the end of KS1 in maths is 10%.
- Disadvantaged pupils' (26) achieving higher standards by the end of KS1 in maths is 4% (1 child) compared to 50% of non-disadvantaged pupils (2 children).
- Boys attainment of ARE+ was 79% compared to girls attainment of ARE+ being 54% - although boys typically perform well in Maths compared to other subjects the disparity is not typically as great.
- 7% of boys achieved greater depth against 14% of girls achieving greater depth.

PHONICS SCREENING CHECK

School	St Gerard's Catholic Primary & Nursery School		Achieved threshold:	80%	
New to Year 1			4	Pupil Percentage (Year 1): 4% per pupil	
Academic Year	2017/18	Pupil Premium	Year 1 – 11	Number of Boys/Girls Year 1	
			Year 2 6/8 (75%)		Boys: 17 Girls: 8
Total number of pupils in Year 2 re-sit	8	Passed	5/8 (62.5%) 90% (Cumulative 27/30 90%)	Number of Boys/Girls Resit Year 2	
Total number of pupils Year 1	25	Passed	20/25	Number of SEND (total):	Boys: 5 Girls: 3
				Number of EAL (total):	6 (3&3) 4 (Year 1)

	2014	2015	2016	2017	2018
St Gerard's	79%	74%	77%	77%	80%
Halton	66%	73%	76%	78.6%	79.3%
National	74%	77%	81%	81%	TBC

The number of pupils achieving the expected standard at 80% which is statistically in line with local authority data at 79% and is excellent when taking into consideration their entry level and context. This is the first year that our outcomes are above LA data and we are in line with 2017 National data. (2018 not yet available)

Phonics Screening Results – June 2018

- Good progress continues across all year groups (as shown by the data tracker).
- Nursery and Reception parents have had a phonics meeting explaining the programme and taken home a set of speed sounds to use with their children.
- All Y1/Y2 re-sit children took home support materials to use with parents during the holiday in preparation for the test.
- 5/8 children in Y2 passed phonics re-sit with 37/40 or above; (62.5%). The three children who did not pass have all improved significantly upon last year's scores. Two of these children are SEN and one has significant attendance issues.
- 20/25 children in Y1 passed the phonics screening test which met our target of 80%. We are extremely pleased with this.
- Children have continued targeted daily 1:1 sessions supported by TA's who have had specific training from Cal Tobin consultant.

Key issues for improvement in KS1:

- To at least maintain phonics outcomes being above Local Authority and in line with National data.
- To increase percentage of attainment in 2017 towards the expected standard by the end of KS1 building upon the Year 1 attainment and progress.
- To increase attainment at a Greater Depth by the end of KS1

Conclusion of report:

St Gerard's Catholic Primary and Nursery School has adapted to the new requirements for the planning and deployment of Pupil Premium funding and the measuring of the impact within School. Following in-depth analysis of actions made in the 2017-18 Pupil Premium Strategy, we still to tackle gaps in attainment for children from disadvantaged backgrounds.

We will continue to do this by;

- Developing a whole school ethos to ensure that all members of the school community are committed to the achievement of all pupils, regardless of their background.
- Ensuring robust monitoring and analysis of data, provision and practice continues to take place.
- Deploying staff and resources effectively to ensure that the gap is closing between those in receipt of Pupil Premium and their peers.
- Supporting those pupils with social and emotional needs and the impact it is having on their progress
- Raise pupils' engagement and attitudes to learning through a creative and enriching curriculum.
- Strengthening our relationships with parents and carers.
- Developing and maintaining effective transition between year groups and Key Stages.