



**ST MATTHEW'S
CATHOLIC PRIMARY SCHOOL**

Pupil Premium 2016-17

Impact Report

Pupil Premium Report 2016-17

Purpose:

The purposes of this report are three fold:

1 – To report on the **progress made** against the key areas identified in the Pupil Premium strategic plan for 2016-17 and indicate the **impact of costed actions** in helping disadvantaged pupils to overcome the identified barriers to their progress.

2. – **To identify lessons learned** –In the identification of effective baselines against which to measure progress – how to effectively measure the impact of actions to improve dispositions for learning and pupils’ aspirations – ways to ensure costed actions are sharply focused, particularly in the use of targeted interventions – and to ensure effective overlap with whole school, planning, monitoring and training and clarify for all staff that pupil premium should not be equated with low ability.

3- To **be a key step in the timeline of planning** to continue to further improve the effective use of Pupil premium funding and thus increase the life chances and opportunities for vulnerable pupils.

Barrier A - Lower levels of spoken communication skills

Progress:

The school are keen to manage the gaps for children entering full time education with limited access to language and poorer levels of literacy, this is alongside their lower starting points. Another factor in this process is the number of pre-school providers we have, usually over 30 a year. Children enter Foundation Stage 2 with a range of experiences and transitional information.

Staff are thorough with early identification of need through Reception Cohort screening, baseline assessments and the use of a language and communication specialist. This has been supported by regular monitoring meetings to ensure PP pupils have made progress to bring them at least in line with all pupils nationally in EYFS.

Communication & Language	2015	2016	2017
EYFS GLD	90%	92%	85%

- 9 pupils were PP, of these 6 of them achieved a GLD. 2 pupils who didn't achieve are SEND and 1 only just missed an overall GLD because of lower scores in PSED.
- The percentage has fallen slightly this year due to a higher number of SEND pupils.
- This progress has been supported by the training of TAs in specific speech and language development. Individual PP pupils have also received intervention support in later years and have made appropriate progress in line with all pupils nationally.
- 'Time to Talk' has been delivered to 8 children in Reception who had been identified in Baseline assessments. All of these pupils achieved a GLD in Communication and Language.
- 'Socially Speaking' (the follow up programme for KS2) has been rolled out to some pupils in KS2 by the Speech and Language Therapist'. Teachers have observed a marked difference in attitudes to learning. Reports are

compiled to evidence this progress.

- P4C is now fully implemented across all key stages. There are frequent and more effective opportunities to develop articulate and confident speakers. All teachers have reported back that there is an increased participation from children, particularly the more reluctant speakers. This can be evidenced in teacher assessments.
- DHT/IM – implemented training programme for TA's with strong emphasis on spoken English and effective questioning to develop pupils oral language. Observations of lessons and record charts showed a marked increase in the use of higher level questioning and effective feedback to children.

Lessons Learned:

As the school draws from a wide range of nursery and pre-school provision this barrier to progress is likely to be seen again when pupils join the school. Where possible this is also being supported through the weekly Raindrops provision and visits to pre- school placements; it is also being developed through wider staff training and the creation of stronger links with parents and carers. Ensure we continue to use robust baseline systems and set milestone dates for monitoring.

Implications for planning timeline:

To ensure effective early screening and identification of pupils who need ongoing support beyond EYFS. To measure the impact of new opportunities for speech and language development, notably the deployment of new indoor and outdoor furniture to increase opportunities for conversation.

Barrier B - Gaps in basic skills development – reading, writing and mathematics

Progress:

The school ethos promotes mutual respect and value for the contributions of ALL pupils irrespective of their attainment group. The focus is always on high quality teaching and learning and matched to the pupils' needs. Lessons are highly focused and appropriately paced to sustain engagement and enjoyment. Intensive feedback is crucial in supporting children and addressing misconceptions, as well as establishing their attitudes to learning.

A focus on EYFS key skills in particular the development of reading amongst middle ability PP pupils has led to improvements in Phonics progress with 16 targeted pupils achieving appropriate levels. Across the key skills areas outcomes in EYFS were as follows:

EYFS	School PP pupils	National all pupils
Reading	82%	80%
Writing	82%	75%
Number	82%	81%
Shape, Space and Measure	82%	84%

- EYFSP data has been moderated externally by LA, judgements were supported and agreed.
- Data was also monitored as part of the process for gaining EYFS Quality Mark.

Year 1	All pupils	PP pupils	Non PP pupils
Phonics Test	85%	50%	94%

- Phonics testing in Year One was successfully moderated by LA.
- 16 pupils who were identified 'at risk' were given a tailored intervention programme and all passed the test.

- Year 1 teachers provided after school sessions to pupils.
- Results continue to be above national average despite higher levels of SEND pupils in Year 1, 2 pupils on holiday would have increased the overall pass rate.
- Of the 6 pupils who didn't achieve phonics test, 5 were SEND and 1 was on holiday but should have got it.

Phonics	FSM %	Non FSM %	Difference %
2017	50%	94%	-44
2016	87%	86%	+1
2015	82%	91%	-9

Year 2 ARE	ON TRACK all pupils		On track PUPIL PREMIUM pupils	
	Nº	%	Nº	%
Reading	40	69	9	56
Writing	37	64	8	50
Maths	40	69	9	56

- Booster classes throughout the year by Year 2 teachers have proven successful in identifying and supporting individual needs and closing gaps in learning.
- Intervention support has been ongoing throughout the year and has had impact with identified groups of children. Data evidence – case study

Year 6 ARE		ON TRACK all pupils		On track PUPIL PREMIUM pupils	
		Nº	%	Nº	%
Reading		46	84	26	87
Writing		45	82	25	83
Maths		40	73	25	83
GPS		47	85	27	90
RWM		31	56	18	60

- The above reflects the early identification of pupils who require support and the careful use of targeted Booster groups and 1 to 1 teaching.

Lessons Learned:

Through the use of NFER testing in all relevant years to ensure that no child has fallen through a gap in relation to any of the three key skills. The weekly monitoring meetings will continue to focus on this aspect. This may be further supported by integrated spreadsheet approach and clear identification of levels of ability of Pupil premium children.

The data for ALL pupils is held by the Assessment co-ordinator and the Inclusion Manager. It plots all pupils in the school clearly, this is regularly monitored by SLT to ensure progress is evident for all children.

Implications for planning timeline:

To ensure appropriate scheduling of NFER tests and staff training re low cost high impact strategies such as high quality verbal feedback and metacognition.

Barrier C - Lower levels of punctuality and attendance

Progress:

Through the deployment of the attendance officer, use of rewards and early bird opportunities the following impact progress has been identified.

Attendance	School	Sector Average	National Average
2016-2017	96.28%	95.65%	96%
2015-2016	96.84%	95.42%	96%
2014-2015	95.34%	95.42%	96%

PA	School	Local average	National average
2016-2017	8.17%	10.97%	8.8%
2015-2016	5.14%	11.33%	8.2%
2014-2015	1.7%	3.19%	

*Data for 2016/2017 is based on 2 terms.

- Decrease in attendance % and increase in PA from previous year due to outbreak of chickenpox, norovirus where school was closed for a period of 2 days.
- Number of families taking term time holidays due to 'Isle of Wight' outcome however, this has now been overturned and Penalty Notices are being issued by Liverpool for unauthorised holidays of a period of 5 days or more.

Lessons learned:

School based effective strategies:

- Attendance monitors within each class
- Weekly class competition – trophy presented for best attendance
- Weekly newsletter including class attendance and punctuality
- Half termly rewards for 100% attendance as opposed to termly rewards
- Reward for class with high levels of punctuality
- Education Welfare Officer (EWO) on site each week to meet with pupils if necessary
- EWO termly meeting with Attendance monitors

Current data (17/18) suggests there are 40 PA pupils, 16 of which are PP, 8 SEN, 3 SEN and PP, 2 EAL and SEN.

Implications for planning timeline:

- Implement half termly review meetings for identified pupils (whole school)
- Half-termly analysis of data, focus on specific cohorts if necessary
- Continue with the existing effective strategies that are under constant review

Barrier D - Family engagement in learning processes – reduced opportunities for home learning and curriculum enrichment.

Progress:

Registers of attendance show increased numbers of parents attending Messy Mornings and Raindrops.

- ‘Raindrops’ continues to grow in success and popularity. We now have in excess of 50 children attending, many of which are from the local community and have as yet not got siblings in our setting.
- Parents’ workshops in these sessions will be developed further next year in collaboration with subject co-ordinators. Subject leaders will train parents in strategies to enhance learning opportunities in the early years and in the home environment.
- ‘Messy mornings’ have evolved further this year, they are well attended events and feedback is consistently positive. Staff continue to send feedback slips after the sessions and use these to inform the next event.
- Parental attendance at organised events both in school and church continues to rise and feedback is never less than positive.
- Curriculum enrichment weeks have been immensely popular with all staff and pupils, this is reflected in pupil feedback. This is evidenced in book monitoring, subject leader pupil interviews and in planning analysis.
- Weekly newsletters and an ever evolving website keep parents well informed of the curriculum and gives guidance of how to support children at home. The school use questionnaires to assess the effectiveness of this.
- High quality out of school learning experiences, Trips and visitors are carefully planned and monitored to enhance learning within the classroom, this can be seen in the children’s work and feedback they give staff.
- School residential opportunities have taken place in Year 2, 4 and 6, staff have noted a positive impact on class work and overall engagement with

learning process. Children are recognized for their involvement and commitment which motivates them further and supports them in becoming confident, resilient learners who enjoy pursuing their own paths.

- Staff are aware that some pupils face financial barriers in becoming involved with 'enrichment opportunities' outside of school, and therefore have limited experiences and understanding of the world.
- The school are also aware of those with a large family unit, this is taken into consideration when asking for donations etc.
- Curriculum opportunities have engaged children and have supported the school in achieving or renewing awards such as 'School of Sanctuary', Artsmark, PFC and Healthy Schools.
- 'Life skills' awards (Year 4 Level 1, Year 5 Levels 1&2)

A selection of Raindrops Parent views.

"It's very enjoyable and plenty for the children to play with."

" It is so enjoyable for all parents and carers, there are plenty of different activities."

" I like the baby area as my baby is only 7 months. I like being able to talk to other mums about what our babies are doing now and what milestones they have reached. e.g crawling, walking etc"

" It's perfect, there are organised play areas for all ages. The equipment is clean and well looked after."

" There is a wide range of toys for all age groups, lots of educational and developmental activities. The staff are friendly and very supportive, it's just a great place to be."

" I love the tidy up song, it's really good for a child's development."

"It's been invaluable getting to know the school and the staff, makes it so much easier to come back in September when my little girl starts Reception. A much more relaxed summer holiday for me!"

A selection of Messy morning feedback.

"It's just a great opportunity to see what type of things the children are working on in school"

"I think that the children get excited when they see us come in, they are really proud of their work"

"It's really informal and relaxed, my little girl still talks about her last one"

"I like the fact that it's quality time with the children, sometimes we don't get time at home to enjoy things like that at home"

"The teacher's make a big fuss of us and you can tell they really want us to be there"

Lessons learned:

It would be helpful to gather information in early sessions in order to then review and measure impact at the end of the year. Continue to broaden the involvement of parents through annual surveys and by proactively encouraging parents of PP children to participate in further development of the PTA.

Implications for planning timeline:

There is a need to plan for the gathering parental views across the school and to time the invitations to PP parents to become involved in PTA. Need to plan research for drafting of and research into appropriate formats for surveys and questionnaires. This to be undertaken to prepare “baselines” against which to measure progress in terms of engagement. As part of SPP we plan to introduce ‘Learning sessions’ for parents alongside Raindrops which will also be available to parents throughout the school

Barrier E - Low self- esteem and self-regulation, need to develop engagement and more positive attitudes to learning.

Progress:

The school continues to promote an ethos where ALL pupils feel valued as individuals are encouraged in their learning, personal growth and social development in a healthy and safe environment. All staff are trained on 'growth mindset' strategies and this underpins classroom practice.

- Continue with successful work of school counsellor working with identified individuals and families.
- Ensure our baseline questionnaire with new cohorts is monitored and information gained from this is used to inform teaching styles/provision for the forthcoming year.
- A highly successful Industry week gave the children a wonderful opportunity to explore a wide variety of work opportunities. It enabled pupils to develop their aspirations and interests outside of the curriculum.
- 'Global week' allowed children to consider others who for many reasons had been forced to leave their own countries, work revolved around issues such as freedom, peace and sanctuary. A whole school picnic was attended by LA advisors.
- School achieved the 'School of Sanctuary' award, which is now being moved forward with 'The hands of Friendship' initiative.
- The inclusion manager has trained staff in techniques to support children in 'mindfulness' and strategies to promote positive learning.
- The school council continue to work around the views of the children and have organised activities to engage the children in positive engagement.
- Lunchtime 'Prayer group' is ongoing and pupils are often identified to be included.
- EYFS practitioners have been trained in massage, this will be implemented in the next academic year.

Lessons learned:

The school recognise the importance of establishing baselines for each pupil in terms of attitudes to learning and aspirations. Research best practice via Sutton Trust and Pupil premium Awards website. Look also at appropriate measures such as GL Learning PASS. Most importantly identify the categories of low, middle and high attainers, as lack of aspiration may be a barrier for middle and more able pupils.

Implications for planning timeline:

Conclusion of report:

The school has adapted to the new requirements for the planning and deployment of Pupil Premium funding and the measuring of the impact, however in line with whole school progress we seek to further sharpen the identification of need and ensure through effective training, robust monitoring and closer working relationships with parents and carers. Our ultimate aim is to continue to improve the life chances of the most vulnerable groups of children in our care.

We will continue with these strategies to tackle these gaps in education and to raise attainment for children from disadvantaged backgrounds by;

- Maintain a whole school awareness and moral purpose to all that we do
- Rigorous monitoring and analysis of data, provision and practice
- Effective deployment of staff and resources
- Implementing focused interventions with measurable impact
- Awareness of EYFS and early identification needs
- Recognition of social and emotional needs and the impact on progress
- Strive to raise our pupils' engagement and attitudes to learning
- Engage with our families/carers, endeavor to strengthen these relationships
- Supporting transitions in children's' learning journeys at key points