



**ST MATTHEW'S  
CATHOLIC PRIMARY SCHOOL**

Pupil Premium 2017-18

Impact Report

## Purpose:

The purpose of this report is 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 is 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 | 2016 | 2017 | 2018 |
|--------------------------|------|------|------|
| EYFS GLD                 | 76%  | 72%  | 76%  |

- 10 pupils were PP, of these 4 of them achieved a GLD. 5 pupils who didn't achieve are SEND.
- The percentage has increased this year. We have introduced another teacher in Foundation Stage in order to run 3 smaller classes of 20. (3 FT teachers, 3FT Teaching Assistants)
- 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 18 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. The school is now approaching the completion of the Platinum award. There are now firmly embedded opportunities to develop articulate and confident speakers. All teachers continue to feedback that there is an increased participation from children, particularly the more reluctant speakers. This can be evidenced in teacher assessments.
- DHT/IM –continue with training for TA's. There will be a remaining emphasis on spoken English and delivery of phonics. Observations of lessons and record charts showed a marked increase in more accurate pronunciation and correct phonic teaching.

## **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. We will ensure the continuation of 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. The school will be embarking on a national project with EEF in communication and language studies.

## 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                  | 67               | 77                  |
| Writing                  | 67               | 74                  |
| Number                   | 67               | 80                  |
| Shape, Space and Measure | 67               | 82                  |

- EYFSP data has been moderated externally by our network cluster of schools.
- Data was also monitored and analysis produced by subject coordinators.

| Year 1       | All pupils | PP pupils (FSM 6) | Non PP pupils (Non FSM6) |
|--------------|------------|-------------------|--------------------------|
| Phonics Test | 92%        | 100%              | 88%                      |

- Phonics testing in Year One was successfully moderated by SLT.
- 23 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 pupil was on holiday, this would have increased the overall pass rate. Another pupils had been educated off site for the majority of the year.

| Phonics | FSM % | Non FSM % | Difference % |
|---------|-------|-----------|--------------|
| 2018    | 100   | 88        | 12           |
| 2017    | 57    | 94        | -37          |
| 2016    | 87    | 86        | 1            |

| Year 2 ARE | ON TRACK all pupils |     | On track PUPIL PREMIUM pupils |     |
|------------|---------------------|-----|-------------------------------|-----|
|            | Nº                  | %   | Nº                            | %   |
| Reading    | 45                  | 76% | 6                             | 46% |
| Writing    | 43                  | 73% | 6                             | 46% |
| Maths      | 47                  | 80% | 7                             | 54% |

- 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.

| Year 6 ARE | ON TRACK all pupils |     | On track PUPIL PREMIUM pupils |     |
|------------|---------------------|-----|-------------------------------|-----|
|            | Nº                  | %   | Nº                            | %   |
| Reading    | 48                  | 86% | 18                            | 78% |
| Writing    | 48                  | 86% | 19                            | 83% |
| Maths      | 46                  | 82% | 15                            | 65% |
| GPS        | 51                  | 91% | 20                            | 87% |
| RWM        | 41                  | 73% | 14                            | 61% |

- 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. Pupil progress meetings will be focused and rigorous in approach.

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 |
|------------|--------|----------------|------------------|
| 2017-2018  | 96%    |                | 96%              |
| 2016-2017  | 95.8%  | 95.64%         |                  |
| 2015-2016  | 96.4%  | 95.60%         |                  |

| PA        | School | Local average | National average |
|-----------|--------|---------------|------------------|
| 2017-2018 | 7.91%  |               | 8.7%             |
| 2016-2017 | 9.3%   | 10.9%         |                  |
| 2015-2016 | 5.7%   | 11.6%         |                  |

### Lessons learned:

Holidays during term time continue to have a negative impact, particularly in the Autumn term and Summer 2.

### School based effective strategies:

Attendance monitors have been assigned to each class, these pupils meet with EWO at the end of each term to discuss impact.

Traffic light system has been introduced to keep parents up to date with whole school/class attendance in a more visual way.

EWO visits school weekly and meets with identified parents.

Drop in sessions during the 3 parent/teacher conferences throughout the year.

Attendance is rewarded to a class as oppose to individuals, money is given for pupils to decide on new resources.

Individuals are recognized with a trophy at the end of an academic year.



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

### Progress:

- **‘Raindrops’** continues to grow in success and popularity. We now have in excess of 50 children attending, many of whom are from the local community and have as yet not got siblings in our setting. We have opened the group to 3 local childminders.
- **‘Parents’ workshops’** during 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 recognised 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 2017-2018

"I have been coming to this group for 3 years, I feel so welcomed by the staff."

"I came for the first time after seeing the Raindrops page on the website, I had been looking around for a while. I am so glad I took a chance and came along."

"My daughter who is now in Year 2 attended the group a couple of years ago, I am convinced it made all the difference when she started school. I am hoping it will be the same when my second daughter joins next September."

#### School Celebrations Feedback.

"I have one word to say about the Christmas performance 'unbelievable'"

"As a Grandad I have watched my fair share of Christmas shows, this could have been on the Empire"

"I came to help out on the Christmas fun day, it was so heartwarming to see ALL the children benefiting from the activities on offer."

"As a mother of a Year 6 pupil about to move to Secondary, I was blown away by the effort the staff had gone to in making that Evening Celebration so wonderful."

The PTA have organised two annual events (Christmas Festive Fun day, Summer Music Festival) which have had a huge impact on the children's well-being.

## **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.
- **Mindfulness**- 6 week course run by school counsellor.
  1. Building Resilience
  2. Living in Britain
  3. Community
- The ‘**Get Away N Get Safe**’ programme is an intensive diversionary programme that aims to educate young people on the dangers of gang life style for the individual, their family and the wider community. The programme is inclusive of all learning styles and uses presentations, role play, music and videos to engage the participants whilst continually sending out the simple message “Get Away N Get Safe”
- ‘**LifeSkills**’ is a highly effective early intervention and prevention programme which prevents risk taking behaviours in children and young people.
- ‘**Rainbows**’ provides an emotionally safe environment for children, young people and adults to guide them through grieving a significant loss in their lives. This is achieved by implementing a structured, age-related programme facilitated by trained staff. The participants meet in small groups for twelve to fourteen weekly sessions.

### Staff View

"Rainbows has proved a cost effective means of supporting vulnerable children and young people within our school. It has developed the professional skills of staff and has fostered positive relationships between home and school."

### Pupil View

"Rainbows helped me to manage my feelings more and gave me an understanding of why I'm feeling this way."

"I like to remember my life when my Nan was alive, it helps that other children in my school feel the same as me"

- 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. The work revolved around 'The Journey of the Apostles'.
- 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 now rolled out massage and yoga sessions into the curriculum. These are thoroughly enjoyed by all the children in Foundation Stage.

## 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. Most importantly we will identify the

categories of low, middle and high attainers, as lack of aspiration may be a barrier for middle and more able pupils.

## **Conclusion:**

The school continues to meet the requirements for the planning and deployment of Pupil Premium funding and the measuring of the impact. 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
- Effective intervention groups to close identified gaps
- Whole school awareness of Communication and Language
- 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