



# St Vincent's Catholic Primary School

## Pupil Premium Grant expenditure 2016

### Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	280
Total number of pupils eligible for PPG	24 (Oct 15) (17 current FSM; 7 Ever 6 FSM)
Amount of PPG received per pupil	£1300
<b>Total amount of PPG received</b>	£27,300 2014/2015 £31,680 2015/2016

<b>Previous performance of disadvantaged pupils</b> (pupils eligible for free school meals or in local authority care for at least six months)					
	2012	2013	2014	2015	2016
% of pupils making expected progress in English	54%	71%	100%	0% (one child)	75% (3/4 pupils)
% of pupils making expected progress in maths	85%	71%	100%	0% (one child)	25% (1/4 pupils)

## Nature of support

The current Pupil Premium funding for St Vincent's Catholic Primary School is £1300 per pupil.

The Pupil Premium funding that is received by the school annually is used in a variety of ways, in addition to delegated budget, in order to improve pupil attainment and to help overcome any barriers to learning. We have utilised strategies from 'Narrowing the Gap' and the Sutton Trust EEF toolkit, that have been researched and analysed extensively, to inform us of the best ways to use this money. The most effective use, clearly born out in the research is to improve strategies in Assessment for Learning (AfL)

### Effective feedback:

- <sup>35</sup><sub>17</sub> Parents of vulnerable children are invited to attend in-depth consultation meetings with the teachers to discuss ways to accelerate progress, using agreed 'structured conversations' to provide a coherent format.
- <sup>35</sup><sub>17</sub> Regular targets are communicated to parents so that they are able to support the progress of their child.
- <sup>35</sup><sub>17</sub> Vulnerable groups are given clear steps to success to move their learning forward, on a daily basis, through the application of our agreed policies.
- <sup>35</sup><sub>17</sub> Quality feedback relating to clear learning objectives and success criteria is provided in order that children know and understand how successful they have been and the next steps in their learning and how to get there.

### Learning to learn and self-regulation strategies:

- <sup>35</sup><sub>17</sub> This is used throughout the curriculum but, in particular, during pastoral lessons such as PSHE to help vulnerable children gain confidence and self-awareness and develop strategies to improve their independent learning strategies.
- <sup>35</sup><sub>17</sub> Building self esteem is linked to this approach through the SEAL Curriculum (Social and Emotional Aspects of Learning) and the children are given a range of responsibilities, such as Buddies to younger children, Reading Buddies, School Council membership, as well as being given opportunities to tell others of good work during weekly Celebration Assemblies.

### Peer tutoring/ Peer-assisted learning:

- <sup>35</sup><sub>17</sub> During lessons, this approach is used within the class to increase peer tutoring and learning, as the children learn to listen, with respect and tolerance, to the views of others.
- <sup>35</sup><sub>17</sub> Paired reading occurs in classes and across Key Stages, on a weekly basis to provide an opportunity for peer-assisted learning.

### Early Years intervention:

- <sup>35</sup><sub>17</sub> EYFS and other groups have been screened to identify vulnerable groups and are supported in class, through targeted intervention. A particular focus in this work is the Language Links Programme, which identifies speech and language development issues and strategies to address them. Children from the Foundation Stage through to Year 3 are screened and a follow up programme devised.

### 1-2-1 tutoring and Booster Sessions:

- <sup>35</sup><sub>17</sub> Booster sessions are timetabled to allow tutoring of children identified as 'vulnerable'. These take place both during and after school. School has funded a dedicated 0.6 teacher to work

with pupils in order to raise achievement and close the attainment gap between advantaged and disadvantaged pupils.

#### Information Technology:

<sup>35</sup><sub>17</sub> A significant amount of money has been spent to purchase laptops and iPads for all children across the school, in order to allow them to develop ICT skills and to use IT as a tool across the curriculum and to develop independent learning skills.

#### Homework:

<sup>35</sup><sub>17</sub> The school uses weekly blogs which can be accessed through the school website, which allows learning to be extended into the home through, for example, 'MyMaths'.

#### Parental involvement:

<sup>35</sup><sub>17</sub> Parents are invited into school for curriculum workshops, guidance on intervention strategies, special assemblies and major events such as the Summer Fair, Harvest Festival, and other various celebrations and all children take part. Many parents join our very proactive parents' association – the Friends of St Vincent's, which has been instrumental in organising additional events for the children, such as school discos, family evenings as well as raising funds to purchase new sports equipment for the school and a new soft surface playground is a wonderful addition to the outdoor facilities and the children benefit tremendously from it in all weathers!

#### Sports participation:

<sup>35</sup><sub>17</sub> All children take part in sport, twice a week during school time and learn key skills of team-work and fair play.  
<sup>35</sup><sub>17</sub> Each class has a range of play and games equipment which they use each playtime and the children are responsible for caring for the equipment.  
<sup>35</sup><sub>17</sub> All children in Y3/4 participate in swimming on a weekly basis in the Spring term  
<sup>35</sup><sub>17</sub> Pupil Premium is used to supplement the Sports Fund Grant where necessary to provide access beyond the school day for vulnerable pupils

#### Music tuition:

<sup>35</sup><sub>17</sub> Pupil Premium is used to support vulnerable pupils who benefit from learning to play a musical instrument or playing in a music group. This has demonstrated an increase in concentration levels, behavioural improvements and raised levels of attainment.

#### Breakfast Club:

<sup>35</sup><sub>17</sub> Attendance and Punctuality of some Pupil Premium pupils was a considerable barrier to learning. PP funding was utilised to provide the initial set up of an on-site Breakfast club, which has significantly improved attendance and punctuality of persistent absentees. Although this is open to all pupils, PP funds eligible pupils where attendance/punctuality is a barrier to learning.

#### Additional events:

<sup>35</sup><sub>17</sub> Pupil Premium has been used to facilitate special days such as Chinese New Year and the opportunity to taste different types of food and wear clothes of a different culture.  
<sup>35</sup><sub>17</sub> Residential trips have been organised for Year 2, Year 4 and Year 6 pupils. Pupil Premium is used to enable access to these ventures.

## Measuring the impact of PPG spending

### Impact:

<sup>35</sup><sub>17</sub> The feedback from parents has been very positive. Parents invited to attend meetings, curriculum workshops and intervention group meetings say that they have enjoyed the events and that they have helped them in supporting their own children. We have received very positive feedback from parents regarding the positive impact these have had on their children's progress.

<sup>35</sup><sub>17</sub> There has been progress made in 'narrowing the gap' which is monitored through Pupil Progress Meetings every half term and parents receive regular feedback on their children's progress

<sup>35</sup><sub>17</sub> The good reputation the school locally, has influenced parents in transferring their children to the school. The number of pupils transferring to our school has increased over the last year.

<sup>35</sup><sub>17</sub> Through the impact of the development and implementation of the Feedback and Marking Policy, children are becoming more self-assessment capable and the attainment gap between the more 'vulnerable' is progressively being closed.

Since the introduction of Universal Free School Meals in KS1, the number of parents claiming FSM has declined. The school aims to raise the profile of this through its weekly newsletters, advertising eligibility to parents and carers.

Estimated Pupil Premium Grant 2016-2017 £33,600				
Action	Resources	Estimated Expenditure	Expected Impact	How will it be monitored?
Employ additional teaching personnel to provide dedicated interventions and targeted support in small groups and 1:1, for example in phonics, early reading, core curriculum and counselling	Dedicated teachers in FS/KS1 and KS2 for small group work	£20,000	Accelerated progress in English and Maths so that a higher proportion of PP children are on track to exceed age-related expectations. Teacher's skills in these areas will be strengthened. All children will make good progress, but there will be diminishing differences between all groups of pupils. All pupils have access to a trained on-site counsellor.	Assessment at termly pupil progress meetings. Book monitoring. Pupil feedback. Pupil attainment. Lesson observations. Learning Walks

Support for families of PP pupils in accessing school on a daily basis and improving attendance	Breakfast Club/Link Club Uniform support	£5300	Improved attendance and punctuality. Children understand why it is important to attend school and have a positive attitude to learning	Monthly attendance analysis Participation in events Assessment at Pupil Progress meetings Monitoring of teaching and learning Feedback from pupils and parents
Enabling children to attend educational visits/residentials/theme weeks and extra-curricular experiences	Provision of visits and activities	£3300	Raise aspirations for PP pupils so that they are engaged, enthused and inspired to learn. Children will access experiences which will deepen knowledge and understanding and enable them to access skills across the curriculum. Children are able to	Attendance analysis Participation in events Assessment at Pupil Progress meetings Monitoring of teaching; book scrutiny; feedback from pupils and

			disuss their experiences, are receptive to new challenges and set themselves high expectations.	parents
Purchase a range of specialist provision to enrich the curriculum for all pupils, providing targeted support for those with additional needs and access to the arts as a method of raising attainment	LTPL Consultants	£5000	Children make at least good progress from their starting points. All children are challenged and the more able are on track to exceed age-related expectations	Attendance analysis Participation in events Assessment at Pupil Progress meetings Monitoring of teaching; book scrutiny; feedback from pupils and parents