|  |
| --- |
| **Pupil Premium Expenditure Report**  **2016- 2017**  **(Statutory)** |



|  |
| --- |
| **Autumn 2017** |

**Pupil Premium Grant 2016-2017**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summary information** | | | | | |
| **School** | **Corpus Christi Catholic Primary School** | | | | |
| **Academic Year** | 2016-17 | **Total PP budget** | £196,520 | **Date of most recent PP Review** | Autumn 2017 |
| **Total number of pupils** | 318 | **Number of pupils eligible for PP** | 148 | **Date for next internal review of this strategy** | Autumn 2018 |

|  |
| --- |
| **Context of Corpus Christi Catholic Primary School** |
| Corpus Christi Catholic Primary school is a larger than average Voluntary Aided Catholic primary school (NOR: 318). The majority of pupils are White British (57%) with 43% of pupils from 10 of the 17 other ethnic groups. The largest individual ethnic minority group is children of ‘Black African’ heritage (18%), followed by ‘Other White’ (11%), ‘Black Other’ (6%) and ‘Asian Other’ (5%).The percentage of pupils with English as an additional language (29%) is significantly above the national average. The area served by the school experiences significant levels of social and economic deprivation with 44% of the pupils coming from disadvantaged backgrounds as measured by the ‘School Deprivation Indicator'. The school deprivation indicator in 2016 is much higher than national and in the 1st quintile, indicating that levels of deprivation are much higher than average amongst the school population. The percentage of pupils eligible for FSM is 44%, is well above the national average. The proportion of children who have ever been eligible for FSM is almost twice as high as the national figure and in the top 20% of schools nationally. The proportion of pupils with SEN Support is 22%, significantly above the NA, whilst the percentage of pupils with a SEN Statement/ EHCP is 0.9% is close to the national average of 1.3%(mainly SLCN and SEMH). Currently, there is one ‘Looked After’ pupil and one adopted pupil on roll. |
| **Objectives of Pupil Premium Spending at Corpus Christi Catholic Primary School** |
| At Corpus Christi Catholic Primary School, our key aim is to ensure that the attainment and progress of pupils eligible for pupil premium funding compare favourably with non pupil premium pupils nationally. Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have a successful record of ensuring all pupils achieve well, aiming for consistently high levels of attainment and progress for all pupils including Pupil Premium. Through targeted interventions we are working to eliminate the barriers to learning presented below and enhance every child’s progress. Many of our children and young people start our school with low attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age-related expectations and beyond as they move through school so as to raise their attainment and improve their life chances.  The Sutton Trust Report (2011) summarises research evidence on improving learning and we have used this to make more informed choices about which interventions will be most effective. Our plan is to provide high Quality First Teaching (QFT) and effective feedback through reduced numbers in groupings, in order to maximise impact and increase progress. We will continue the programme of specific interventions that we have implemented in previous years in 2017-2018. |
| |  |  | | --- | --- | | **Barriers to future attainment (for pupils eligible for Pupil Premium, including high ability)** | | | **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | **A** | Pupils being *‘ready to learn’* in class (pupils are in a secure place mentally/emotionally) | | **B** | Low attainment on entry | | **C** | Limited speech and language skills which impacts on learning | | **D** | Poor learning skills (for example organisation, commitment, resilience etc. ) | | **E** | Gaps in prior learning | | **F** | Consistent attendance and punctuality. | | **G** | Access to resources, such as books, libraries, life experiences (especially cultural). | | **H** | Raise aspirations about what can be achieved and how to be successful and limited access to positive role-models. | | **I** | Parental engagement with school and perceptions of education. Priority placed upon learning and achievement. | | **J** | A lack of regular routines including home reading, homework, spellings and having the correct equipment in school (e.g. PE kit) | |
|  |
| **The range of provision that Corpus Christi Catholic Primary considers making for this group includes:** |
| * Additional teachers to reduce the teacher to pupil ratio so that Quality First Teaching meets their needs * Employing teaching assistants who provide a targeted level of support to some of our most vulnerable pupils so as they can make the progress expected of them. * Providing small group work with an experienced teacher/teaching assistant focussed on overcoming gaps in learning. * Pupil premium resources may also be used to target able pupils on Free School Meals to achieve Greater Depth * 1:1 support * Behaviour support * Speech and language therapist provision * Supporting the funding of specialist learning software * Employing a family support worker and two Catholic Care counsellors to work with vulnerable pupils and to help them eliminate barriers to learning * Supporting parents paying for enrichment activities, educational visits and residentials - enabling pupils to have first-hand experiences to use in their learning in the classroom * Transition from primary to secondary   This list is not exhaustive and will change according to the needs and support our pupils require. |

|  |  |
| --- | --- |
| Number of pupils and Pupil Premium Grant (PPG) received 2016/17 | |
| Total number of pupils on roll | 318 |
| Number of Primary pupils eligible for free school meals (FSM) at any point in the last 6 years (FSM6)- £1,320 per pupil | 146 |
| Total FSM6 Pupil Premium Allocation | £192,720 |
| Number of pupils eligible for the Service child Pupil Premium | 0 |
| Service child Pupil Premium Allocation | 0 |
| Number of pupils eligible for the CLA Pupil Premium /the Post-CLA Pupil Premium -£1900 per pupil | 1 |
| Total CLA Pupil Premium Allocation | £1,900 |
| Number of pupils eligible for the Post-CLA Pupil Premium -£1900 per pupil | 1 |
| Total Post-LAC Pupil Premium Allocation | £1,900 |
| **Total number of pupils eligible for Pupil Premium** | 148 |
| **Total Pupil Premium allocation** | £196,520 |

**Pupil Premium 2016-2017**

We spent the 2016-2017 allocation of Pupil Premium of £196,520 and the impact is outlined below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Pupil Premium Grant spending by action/activity /project with impact for 2016-2017** | | | |
| **Action/Activity/Project** | **Cost** | **Intended Outcomes** | **Impact** |
| Additional support with learning in Reception by reducing the teacher to pupil ratio | £10000 | Many Pupil Premium eligible pupils, not all, are behind age related expectations on starting school and do not receive additional support at home. We recognise that the youngest children often have the most to catch up. | **End of EYFS Data 2017**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **EYFS Good Level of Development (GLD) 2017** | | | | | | | | | | |  | **ALL PUPILS** | | | **DISADVANTAGED PUPILS** | | | **OTHER PUPILS** | | | |  | **CCPS**  45 pupils | **Nat** | **Diff** | **CCPS**  8/45 pupils | **Nat** | **Diff** | **CCPS**  35/45 pupils | **Nat** | **Diff** | | **% Achieving GLD** | 68.9% | 70.7 | -1.8% | 50% | 56% | -6% | 74.3% | 73% | +1.3% |   **Year 1 Phonics Screening Data 2017**   |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Year 1 Phonics Screening Check 2017** | | | | | | | | | | | | | |  | **ALL PUPILS** | | | **DISADVANTAGED PUPILS** | | | **EVER 6 FSM** | | | **OTHER PUPILS** | | | |  | **CCPS**  45 pupils | **Nat** | **Diff** | **CCPS PP**  13/45 pupils | **Nat** | **Diff** | **CCPS**  12/45 pupils | **Nat** | **Diff** | **CCPS**  32/45 pupils | **Nat** | **Diff** | | **Year 1**  **% Achieving the standard** | 93% (42/45) | 81% | +12% | 92% (12/13) | 84% | +8% | 100% | 84% | +16% | 94% | 84% | +10% | | **Average mark** | 37 | 34 | +3 | 36 | 34 | +2 | 37 | 34 | +3 | 37 | 34 | +3 |   **End of Key Stage 1 Data 2017**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **KS1 at Expected Standard** | | | | | | | | | |  | **ALL PUPILS** | | | **DISADVANTAGED/ EVER 6 FSM PUPILS** | | | **OTHER PUPILS** | | | | Subject | CCPS  45 pupils | National | Difference | CCPS  21 pupils | National | Difference | CCPS  24 pupils | National | Difference | | Reading | 82% | 76% | +6% | 90% | 79% | +11% | 75% | 79% | -4% | | Writing | 76% | 68% | +8% | 76% | 72% | +4% | 75% | 72% | +3% | | Maths | 82% | 75% | +5% | 90% | 79% | +11% | 75% | 79% | -4% |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **KS1 at Greater Depth** | | | | | | | | | |  | **ALL PUPILS** | | | **DISADVANTAGED PUPILS** | | | **OTHER PUPILS** | | | | Subject | CCPS  45 pupils | National | Difference | CCPS  21 pupils | National | Difference | CCPS  24 pupils | National | Difference | | Reading | 29% | 25% | +4% | 33% | 28% | +5% | 33% | 28% | +5% | | Writing | 20% | 16% | +4% | 14% | 18% | -4% | 14% | 18% | -4% | | Maths | 29% | 21% | +8% | 24% | 23% | +1% | 33% | 23% | +10% |   **End of Key Stage 2 Data 2017**   |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **KS2 at Expected Standard 2017** | | | | | | | | | | | | |  | **ALL PUPILS** | | | **DISADVANTAGED PUPILS** | | | **EVER 6 FSM** | | | **OTHER PUPILS** | | | | **Subject** | **CCPS**  50 pupils | **Nat** | **Diff** | **CCPS** 27/50 pupils | **Nat** | **Diff** | **CCPS**  26/50 pupils | **Nat** | **Diff** | **CCPS**  23/50 pupils | **Nat** | **Difference** | | **Reading** | 92% | 72% | +22% | 89% | 77% | +12% | 92% | 77% | +15% | 96% | 77% | +19% | | **Writing** | 86% | 76% | +10% | 78% | 81% | -3% | 81% | 81% | 0% | 96% | 81% | +15% | | **Maths** | 90% | 75% | +15% | 85% | 80% | +5% | 88% | 80% | +8% | 96% | 80% | +16% | | **R/W/M Combined** | 86% | 61% | +25% | 78% | 67% | +11% | 81% | 67% | +14% | 96% | 67% | +29% | | EGPS | 96% | 77% | +19% | 96% | 82% | +14% | 96% | 82% | +14% | 96% | 82% | +14% |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **KS2 at Greater Depth 2017** | | | | | | | | | | | | | |  | **ALL PUPILS** | | | **DISADVANTAGED PUPILS** | | | **EVER 6 FSM** | | |  |  |  | | Subject | **CCPS**  50 pupils | **Nat** | **Diff** | **CCPS**  27/50 pupils | **Nat** | **Difference** | **CCPS**  26/50 pupils | **Nat** | **Diff** | **CCPS**  26/50 pupils | **Nat** | **Diff** | | **Reading** | 48% | 25% | +23% | 26% | 29% | -3% | 27% | 29% | -3% | 74% | 29% | +45% | | **Writing** | 24% | 18% | +6% | 11% | 21% | -10% | 12% | 21% | -9% | 39% | 21% | +18% | | **Maths** | 20% | 23% | -3% | 7% | 27% | -20% | 8% | 27% | -19% | 35% | 27% | +8% | | **R/W/M Combined** | 12% | 9% | +3% | 7% | 11% | -4% | 7% | 11% | -4% | 8% | 11% | -3% | | EGPS | 58% | 31% | +27% | 44% | 36% | +8% | 46% | 35% | +9% | 74% | 36% | +38% |     **Average Progress over time all pupils in reading, writing and maths**  **Progress over time**  The average progress scores for disadvantaged pupils are very similar to but slightly lower than those of the full year group. Progress in Reading is significantly above average, while progress in Writing and Maths are both above zero (and better than achieved by ‘non-Disadvantaged’ children nationally), but not statistically significant.  The average progress scores of disadvantaged children, who represent about half of the pupils in each cohort, follow a similar pattern to the full year groups: consistently in the top 10% for Reading, with more variation in Writing and Maths, but always above the national median and frequently top quintile / significantly above average.  IDSR Page 6 |
| Additional support with learning in Year 1 by reducing the adult to pupil ratio with teachers and LSAs | £22000  £7000 | Targeted QFT for pupils who did not achieve GLD at the end of EYFS which narrows the range of ability in both classes |
| Booster classes in Year 2 | £5000 | Targeted interventions for pupils to reach Age Related Expectations and Greater Depth. Provision both during the school day or after school. |
| Additional support with learning in Year 6 by reducing the teacher to pupil and via intervention groups | £42000 | Pupils to have a number of opportunities for small group work with teachers and LSAs to focus on specific areas of weaknesses. |
| Booster classes in Year 6  Parent Support Worker  (ASC homework club) | £5100  £3500 | Specifically targeted interventions to support QFT in a booster session for pupils to reach Age Related Expectations and Greater Depth. Provision both during the school day or before/after school. |
| Lexia | £1460 | Targeted interventions for pupils to reach Age Related Expectations and Greater Depth in Reading and to improve spelling scores. |
| AHT release time to deliver interventions to Year 6, Year 2 and Y1 Phonics | £21,500 | * Improve pupil outcomes through teaching to close the gaps by QFT and targeted interventions. * Provide 1:1 support as required |
| Assertive Mentoring | £2000 |
| Revision guides and resources for Year 2 and Year 6 | £2500 |
| Support staff | £35126 |
| Additional funding to support enhancement activities such as school trips and visitors | £10000 | Subsidising all enhancement activities ensures all pupils have access to educational visits/visitors and no one is disadvantaged.  Ensure that all Year 6 pupils are able to attend the residential by subsidising the cost. |
| Additional funding to support Y6 residential visit | £2000 |
| Additional Speech and Language Provision for one day a week to provide targeted support | £9234 | Early intervention for pupils with speech and language needs |
| Parent Support Worker  SEMH | £3500 | Provide pupils and their families with   * Support for their emotional well-being * Strategies on how to deal with issues affecting their emotional health * Programmes for confidence building/self-esteem to develop a ‘have a go’ attitude |
| Employment of Catholic Care Social Worker /Counsellor for 2 days a week-  (Emotional & behavioural support for vulnerable/disadvantaged pupils and families) | £9100  (50% of £18201) |
| Cluster money use | £1500 |
| Free fruit/veg scheme for all pupils | £3500  (50% of £7000 cost) |  |
| Subsidised breakfast club | £1500 |  |
| Summer school contribution for Year 6 leavers | £500 | Support for vulnerable learners transition to high school. |
| **Total** | **£**196,520 |  |  |

|  |  |
| --- | --- |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
| **A** | Pupils being *‘ready to learn’* in class (pupils are in a secure place mentally/emotionally) |
| **B** | Low attainment on entry |
| **C** | Limited speech and language skills which impacts on learning |
| **D** | Poor learning skills (for example organisation, commitment, resilience etc. ) |
| **E** | Gaps in prior learning |
| **F** | Consistent attendance and punctuality. |
| **G** | Access to resources, such as books, libraries, life experiences (especially cultural). |
| **H** | Raise aspirations about what can be achieved and how to be successful and limited access to positive role-models. |
| **I** | Parental engagement with school and perceptions of education. Priority placed upon learning and achievement. |
| **J** | A lack of regular routines including home reading, homework, spellings and having the correct equipment in school (e.g. PE kit) |