

## *Learning, Growing and Living with Jesus*

### **PUPIL PREMIUM REPORT 2018/2019**

#### **Context**

At the end of the academic year a total of 64 pupils were eligible for Pupil Premium funding, claiming, or having claimed free school meals within the previous six years. There were 590 pupils on roll. These pupils would be considered disadvantaged and at risk of underachievement. They represent 10.8% of all the pupils at St Anthony's Catholic Primary School and Nursery. Of these pupils, 9 became eligible for Early Years Pupil Premium funding during the course of the year, this has separate financial accountability. Nationally, 26.5% (DfE 2014-15) of pupils were considered disadvantaged and in receipt of funding. A significant number of our disadvantaged pupils also have special educational needs. Our judgement is that there are potentially more pupils in our school entitled for this additional funding and that future actions should include a drive to promote application. We received £79990.00 funding in 2018/2019

The school's approach in 2018-2019 has built on the foundation of the 2017-2018. The school believes that early intervention positively on all children but the group that benefits the most is children who are disadvantaged. The school assesses pupils' attainment on entry and intervenes early. Assessments for learning systems are fully embedded and the school reviews the impact of interventions and modifies them if necessary. SIMS Interventions is used to help the school monitor interventions.

The school recognises that disadvantaged pupils are not a homogenous group – more able disadvantaged pupils are at risk of underachievement too.

#### **Analysis of Early Years Foundation Stage pupil attainment\***

<b>Year Group</b>	<b>Disadvantaged pupils working as expected or above at the end of this year's curriculum</b>	<b>Non-disadvantaged pupils working as expected or above at the end of this year's curriculum</b>	<b>GAP</b>
<b>Nursery</b>			
<b>Reception</b>	50% GLD	55% GLD	-5%

*\*This data is for guidance only as there is fluctuation during the year due to pupil movement and take-up of funding*

Of the six children in Reception who were in receipt of Early Years Pupil Premium funding 2017-18, all made good progress despite their varying challenges.

#### **Analysis of Year 1 phonics screening test\***

88% of disadvantaged children achieved the expected standard compared to 84% PP nationally and 84% non-disadvantaged nationally.

#### **Analysis of KS1 pupil attainment – Reading**

Year Group	Disadvantaged pupils working as expected or above at the end of the previous year's curriculum	Non-disadvantaged pupils working as expected or above at the end of the previous year's curriculum	GAP	Disadvantaged pupils working as expected or above at the end of this year's curriculum	Non-disadvantaged pupils working as expected or above at the end of this year's curriculum	GAP
<b>One</b>	63% GLD	57%	6%	67%	67%	0%
<b>Two</b>	100%	83%	17%	88%	96%	-8%

#### Analysis of KS1 pupil attainment – Writing

Year Group	Disadvantaged pupils working as expected or above at the end of the previous year's curriculum	Non-disadvantaged pupils working as expected or above at the end of the previous year's curriculum	GAP	Disadvantaged pupils working as expected or above at the end of this year's curriculum	Non-disadvantaged pupils working as expected or above at the end of this year's curriculum	GAP
<b>One</b>	63%	57%	6%	67%	64%	3%
<b>Two</b>	71%	79%	-8%	63%	77%	-14%

#### Analysis of KS1 pupil attainment – Mathematics

Year Group	Disadvantaged pupils working as expected or above at the end of the previous year's curriculum	Non-disadvantaged pupils working as expected or above at the end of the previous year's curriculum	GAP	Disadvantaged pupils working as expected or above at the end of this year's curriculum	Non-disadvantaged pupils working as expected or above at the end of this year's curriculum	GAP
<b>One</b>	63%	57%	6%	89%	67%	22%
<b>Two</b>	57%	78%	-21%	63%	81%	-18%

12% of PP children in this year group also have SEND. In addition 2 of the PP children are new arrivals this year; these are children new to the country and new to English.

#### Analysis of Key Stage 2 SATs

Year Group	Disadvantaged pupils	Non-disadvantaged pupils	GAP
<b>Reading</b>	73%	81%	-8%
<b>Writing</b>	73%	79%	-6%
<b>Maths</b>	66%	90%	-24%

33% of PP children in this year group also have SEND.

#### Actions taken in 2018/2019

Specific year group actions to address gaps in attainment between disadvantaged pupils

and their non-disadvantaged peers were included in the Assistant Head Teacher and Head Teacher reports presented to the Academy Committee in July 2018.

As part of our drive to narrow the gap in attainment between disadvantaged pupils and their non-disadvantaged peers we focus on *barriers to learning faced by individual pupils*. We do this by:

- Analysing skills gaps and setting up appropriate interventions to address these
- A consistent approach to pupil progress data analysis, regularly reviewing the impact of interventions and adjusting accordingly
- Recognising pupil strengths and setting up appropriate challenge in class and through home/school liaison by working in partnership with parents and carers
- Ensuring pupils with SEND have Personal Learning Journals shared with parents/carers
- Personal Learning Journals are regularly used and monitored for impact, including celebration of achievement shared with senior leaders and in assembly
- Mentoring disadvantaged pupils facing emotional and behavioural difficulties
- Pupils in receipt of EYPP funding have home/school learning packs that celebrate and develop their personal interests
- No pupil misses out on extra curricula activities, we fund costs if appropriate
- We support families by funding uniform and equipment costs where necessary
- Breakfast and food packs are supplied to the most vulnerable

#### **Actions to be taken in 2019/2020**

- Continue to raise parent/carer awareness of Pupil Premium Funding and their possible entitlement
- Progress of disadvantaged pupils to be monitored by the Deputy Head Teacher
- Impact of identified interventions in 2017/2018 to be reviewed by the Inclusion Team and curriculum content adjusted if appropriate
- Able pupils in receipt of funding to be challenged to reach attainment above the expected level for their age group
- Increased opportunities for parent partnership
- A specific focus will be on those year groups where the gap between disadvantaged and non-disadvantaged pupils has widened or not significantly narrowed, including focused lesson observations by the Deputy Head Teacher
- Progress of disadvantaged pupils to be matched to school improvement priorities, in particular the raising of attainment in reading at the end of Key Stage 2
- National picture to be constantly monitored, in particular the measure of data comparison –in-school disadvantaged data should be compared to national non-disadvantaged
- Deputy Head Teacher to meeting regularly (at least half termly) with the Interim Head Teacher to report on pupil progress of disadvantaged pupils and all pupils with SEND
- Disadvantaged children will read to an adult at least once a day; this will be recorded and monitored by the Deputy Head Teacher
- SLT to work with all staff to ensure quality early morning teaching of reading, maths and phonics
- Deputy Head Teacher in discussion with the Interim Head Teacher to review the impact of PP funding spent last year and adjust accordingly.