**Catton Grove Primary School**

***Striving for Excellence***

**2015-16**

**In recent years a number of government strategies have focused on narrowing and closing the gap for disadvantaged pupils. In 2011 the Government introduced Pupil Premium funding; since then there has been a year on year increase in some aspects of the funding schools receive.**

**The DfE provides Pupil Premium for those pupils meeting the following criteria;**

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| **Disadvantaged Pupils** | **Pupils who have claimed Free school meals at any point in the past 6 years.** | ***£1320*** |
| **Looked After Children** | **Pupils who have been adopted from care under the Adoption and Children Act 2002 and left care under Special Guardianship or Residence Order.** | ***£1900*** |
| **Service Children**  | **Pupils who are recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence.** | ***£300*** |

**Pupil Premium at Catton Grove Primary School;**

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| **Group** | **Whole School** | **N1** | **N2** | **Rec** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **All Pupils** | **729** | **65** | **87** | **91** | **88** | **81** | **92** | **89** | **74** | **62** |
| **Disadvantaged** **Pupils (PP)** | **276** |  |  | **22** | **37** | **42** | **51** | **44** | **43** | **37** |
| **Looked after Children** | **3** |  |  |  |  | **1** |  |  | **1** | **1** |

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| **Group** | **Whole School** | **N1** | **N2** | **Rec** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Male/PP Male** | **363** | **134** | **38** |  | **43** |  | **45** | **11** | **48** | **23** | **40** | **19** | **44** | **22** | **44** | **18** | **32** | **19** | **29** | **22** |
| **Female/ PP Female** | **366** | **142** | **27** |  | **44** |  | **46** | **11** | **40** | **14** | **41** | **23** | **48** | **29** | **45** | **26** | **42** | **24** | **33** | **15** |
| **SEND/PP SEND** | **128** | **77** |  |  | **10** |  | **16** | **5** | **10** | **6** | **22** | **14** | **17** | **13** | **27** | **16** | **15** | **14** | **11** | **9** |

**Pupil Premium Grant Allocation for 2015/16 - £376200**

**At Catton Grove Primary School we prioritise the development of high quality teaching in order for us to be able to meet the needs of the very diverse range of pupils we have throughout the school. We understand, however, that some pupils need additional support in order to fulfil their potential. We make use of Pupil Premium funding to maintain a high standard of teaching and learning and to improve intervention strategies for those in need of extra support.**

**Building on to previous experiences relating to overcoming barriers for learning, our proposed plan for 2015- 16 is laid out in the following document.**

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| **OUTCOME 1** | **To close the gap in attainment and progress between PP and non-PP pupils.** |

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| **Strategy 1.1** | **Reducing class sizes through the deployment of additional teaching staff. (2 x 0.6 – Y6, Y4)** | **£31454** |
| **Description** | **Reducing the number of pupils in a class will ensure the amount of attention each pupil receives is greater both in terms of feedback and one to one support. This strategy has been targeted for English and maths, in Y4 and Y6 because of the range of needs in them.** |
| **Rationale** | **Evidence from the Education Endowment Fund Toolkit (EEF) and the Ofsted report, *‘The Pupil Premium: how schools are spending the funding successfully to maximise achievement’* provides evidence that this strategy requires a reduction in class size to below 20 pupils to have a positive impact. Where this is achieved the impact on pupils learning shows an increase of 3 months progress across an academic year.**  |
| **Success Criteria** | **Improvement in number of pupils reaching age appropriate expectations.** |
| **IMPACT**  | **Y4: At the beginning of the academic year 32% of PP pupils were achieving ARE (age related expectations) in maths – by the end of the year this had risen to 60%. In writing the % was 25% and rose to 42% and for reading 34% increased to 56%. What does need to be noted here is that two of the pupils within this year group hold** **Y6: At the beginning of the academic year 24% of PP pupils were achieving ARE (age related expectations) in maths – by the end of the year this had risen to 57%. In writing the % was 16% and rose to 71% and for reading 46% increased to 60%. It must be noted that the introduction of new, more challenging SATs papers for both reading and maths did have an impact but the staff within the year group work extremely hard to ensure that pupils were armed with the skills they required. Writing was externally moderated and the results were validated.**  |

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| **Strategy 1.2**  | **Teaching assistants in every class.** | **£75000** |
| **Description** | **Learning Support / Teaching Assistants are deployed across the school to support disadvantaged pupils, some of whom have SEND. The role of additional TAs varies across subjects and year groups dependent on the cohort needs. For some this focuses on working with individual or small groups of pupils to facilitate, support or reinforce learning.**  |
| **Rationale** | **The EEF indicates that the use of teaching assistants can have, on average, an additional 1 month’s impact on pupils across an academic year. The research varies however depending on how TAs are deployed.** |
| **Success Criteria** | **Improvement in number of pupils reaching age appropriate bands – enhanced provision for more vulnerable pupils.** |
| **IMPACT** | **Across the school achievement has risen due to extremely focused work from TAs and additional support staff. Additional support has been directed at individual pupils through AHTs for KS1 &2. Detailed analysis of attainment and progress data is carried out and monitored by the AHT for Inclusion.**  |

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| **Strategy 1.3** | **Speech and Language Technicians – FS/KS1.**  | **£29368** |
| **Description** | **In order to support our younger pupils, particularly those in the EYFS, we employ 3 trained Speech and Language Technicians. These technicians work with individual pupils to ensure their developing language needs are met.**  |
| **Rationale** | **The pre-requisite to reading and writing is to develop a good knowledge of the spoken word. Many of our younger pupils have a limited vocabulary and need support if they are to achieve their potential during their time in primary school. Evidence from the EEF indicates that Early Years Intervention can have an impact of 5 months across an academic year.** |
| **Success Criteria** | **Improvement in number of pupils reaching age appropriate levels using the Wellcom assessment tool.** |
| **IMPACT** | **It must be noted that data for PP pupils in EYFS does not reflect the reality of pupils who should be in receipt of PP funding, (this has been proven to be the case historically.) However the increased attainment in the Phonics Screening Test and the EYFS GLD from 33% and 66% in 2014/5 to 80% and 76% respectively in 2015/16 are evidence that the strategy has had a positive impact.** |

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| **Strategy 1.4** | **Acorns One to One tuition in English and Maths**  | **£86408** |
| **Description** | **Two full time teachers, one teaching English and the other maths, are employed to work with individual and small groups of up to four pupils to improve their English and maths skills.** |
| **Rationale** | **Evidence from the EEF indicates that one to one tuition can be effective in accelerating progress by approximately five additional months. However it has been our experience that using specialist teachers, progress has been greater.**  |
| **Success Criteria** | **Improvement in number of pupils reaching age appropriate levels particularly in reading and writing, progress is recorded at the end of each period of intervention using standardised scores.** |
| **IMPACT** | **Acorn Maths: In Y1 a total of 16 girls accessed 1-1 tuition and made an average of 11.6 months progress. 12 boys made 12.8 months average progress. In Y2 7 girls made an average of 20.6 months progress and 6 boys made 18.8 months average progress. This proved to be a highly effective intervention.****Reciprocal Reading: Y2 During the Autumn Term 11 boys made an average of 3.8pts progress whilst 8 girls made an average of 4.3 points progress. During the 1st half of Spring term, 10 boys made an average of 5.2points progress whilst 7 girls made an average of 4.4 points progress. Due to the nature of the 2nd half of the Spring term over a 3 week period 6 boys made an average of 1.6 points progress whilst 6 girls made an average of 2.3 points progress.** |

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| **Strategy 1.5** | **Introduction of Pobble.**  | **£7900** |
| **Description** | **A web based program designed to improve the standard of English particularly aimed at KS2. The pupils will be guided through how to produce high quality blogs and upload them to a national website for appraisal. The blogs will be monitored by the English leader.**  |
| **Rationale** | **Evidence from the EEF states that *‘overall, studies consistently find that digital technology is associated with moderate learning gains’.***  |
| **Success Criteria** | **Improved motivation resulting in improved results particularly in writing.** |
| **IMPACT** | **PP pupils from Years 4,5&6 attended 9 specialist writing workshop with an external teacher. Over the course of the Autumn to Spring term the following results were recorded: Y4 82% made expected progress with 34% above expected. Y4 88% made expected progress with 50% above expected and in Y6 69% made expected progress with 44% above expected. Overall progress made in writing for PP pupils was: Y4: 101.23, Y5: 102.34 and Y6: 102.81.** |
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| **Strategy 1.5** | **Introduction of Accelerated Reading** | **£2650** |
| **Description** | **The use of the Accelerated Reading Programme in Y3 to improve progress in reading. Whilst some pupils do receive the benefit of extra reading support within the home, many who come from disadvantaged backgrounds do not have a broad spectrum of reading materials at home in order to support their acquisition of reading skills.**  |
| **Rationale** | **Accelerated Reader is an effective Wave 3 strategy to boost the reading skills of those pupils who are below age related expectations. This strategy has been targeted for Y3 pupils in their first year in KS2 in order to accelerate progress in this critical transitional year.** |
| **Success Criteria** | **Improvement in end of year attainment for identified pupils.** |
| **IMPACT** | **The programme ran for 6 months between February and July (6 months). Pupils whose reading age has moved by 8 months or more have shown accelerated progress in reading. The average level of progress in reading age overall was +11 months.****65% of pupils overall made accelerated progress.****56% of boys made accelerated progress.****73% of girls made accelerated progress.*****59% of pupil premium children* in Year 3 made accelerated progress.*****71% of Non pupil premium children* in Year 3 made accelerated progress.****47% of Pupil Premium boys made accelerated progress.****67% of pupil premium girls made accelerated progress.*****Reading Attainment* of PP pupils in Y3 is at 69% (cohort at 79% overall) Attainment gap between PP/Non PP was 19% in December (before start of programme), reduced to 10% in July. Gap closed by 9%** |

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| **Strategy 1.6** | **Residential weekend to improve Maths in Y6** | **£6600** |
| **Description** | **In order to raise attainment in maths at the end of Y6 60 pupils will be given the opportunity to attend an immersive residential course at Holt Hall where the specific focus is on STEM based activities.**  |
| **Rationale** | **This is a pilot introduced this year by the LA in order to provide an immersive experience over a 3 day residential in STEM related activities. The timing of the residential is important as it falls in the second half of the spring term in preparation for SATs.** |
| **Success Criteria** | **Improvement in end of year attainment and progress in maths.** |
| **IMPACT** | **An average progress point for maths in Y5 for PP pupils was 100.87 and 100.4 in Y6. Whilst non PP pupils attained 101.6 in Y5 and 99.5 in Y6.**  |

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| **OUTCOME 2** | **To develop the personal qualities and skills of disadvantaged pupils** |

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| **Strategy 2.1** | **Nurture Group** | **£29046** |
|  | **2 staff running five morning sessions for no more than eight pupils. Some pupils find accessing learning within a classroom setting daunting and need the support of a smaller environment, particularly those transitioning from EYFS to KS1. Those pupils identified have individual social and emotional needs which need to be met before they can access class based learning. These needs are met within the small group setting during the mornings and they return to the class for afternoon sessions.** |
| **Rationale** | **We have a significant number of pupils who experience very high levels of delay academically, socially and emotionally and for whom the classroom setting as they transition from FS to KS1 is particularly challenging. Our nurture group enables this challenging transition to be manged as effectively as possible.** |
| **Success Criteria** | **Those pupils identified for provision transition into KS1 effectively and integrate into their classes with the minimum of disruption.** |
| **IMPACT** | **Pupils were able to transition into their own classes during the afternoon sessions. The positive experiences gained through social and emotional interaction has had a reflection within the pupils’ academic progress.** |

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| **Strategy 2.2** | **Safeguarding** | **£27273** |
|  | **Many pupils from disadvantaged backgrounds have chaotic home lifestyles. The deployment of a Safeguarding Leader and an administrator ensures that all families have access to a greater degree of support enabling them to develop more appropriate parenting skills.**  |
| **Rationale** | **Given the size and complexity of the school and the nature of the community we serve there are a significant number of families that experience trauma and or chaos in their lives. The co-ordination of provision to meet the needs of these families and our pupils is a significant role within the school and requires a full-time member of staff.**  |
| **Success Criteria** | **Pupils and families identified early and support and challenge provided. Relationships with Children’s Services strengthened.** |
| **IMPACT** | **Over the course the year 204 families benefited from the work carried with them. The importance of the impact of this work was recognised and praised by OfSTED as having a positive effect on the wellbeing of the families.**  |

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| **Strategy 2.3** | **Pastoral** | **£72076** |
|  | **Linked to the above, the school has developed a pastoral team that works closely with our more vulnerable pupils and families in order to provide the necessary support to ensure those pupils are able to access learning in the classroom. The Pastoral Lead also runs appropriate age-related parenting courses throughout the year.**  |
| **Rationale** | **As above.** |
|  | **As above.** |
| **IMPACT** | **Quote from OfSTED June 2016: *‘Pupils say that they are confident to talk to an adult if they have a concern or feel unsafe in any situation. Pupils value the support they get from the pastoral team, especially when they are finding it hard to work successfully in their classroom.’* Two Webster Stratton Parenting Courses, one Life skills course and a Speak Easy course were held across the year. 207 pupils have been supported through individual sessions with pastoral staff to enable them to discuss concerns therefore enabling them to access support.**  |

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| **Strategy 2.4** | **Music** | **£23539** |
|  | **One music instructor and a teaching assistant have been employed to ensure all pupils receive high quality music provision. In addition to this, some pupils have access to one to one music sessions. These pupils are recommended by class teachers, year group leaders or members of the leadership team. These sessions take place outside of normal lesson times.** |
| **Rationale** | **Evidence from the EEF indicates that participation in extra-curricular activities such as music can have an impact of up to 2 months progress across an academic year. Wider benefits with regard to attitudes to learning, self-esteem and well-being are also important elements.**  |
| **Success Criteria** | **Pupils enjoy the provision on offer and the take up of extra-curricular activities builds and increases over the year.** |
| **IMPACT** | **All classes have experienced high quality music teaching throughout the year. In addition to each class accessing timetabled music lessons, 87 pupils were in receipt of extra curricular music during lunchtime and after school clubs. 8 pupils were in receipt of music intervention/therapy to support transition into lessons and have a positive impact on learning.** |

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| **OUTCOME 3** | **To ensure provision is effectively led and managed throughout the school.** |

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| **Strategy 3.1** | **Leading provision throughout the school.** | **£52039** |
|  | **The appointment of an AHT for Inclusion to lead and coordinate provision throughout the school.** |
| **Rationale** | **Given the funding that is available to the school it is important that the money is allocated and spent appropriately and has an impact on pupil outcomes. This requires effective leadership and management and it is, therefore, appropriate to allocate this role to a senior professional within the leadership structure.**  |
| **Success Criteria** | **PP money is spent appropriately and that governors are informed regularly of the impact of provision.** |
| **IMPACT**  | **A PP review was commissioned by the HT through NB2B – a full report is available to Governors.** |

**Total expenditure - £443353**

**Other strategies being considered in order to further develop and strengthen provision include:**

* **The Children’s University**
* **Further access to the Brilliant Club**
* **Developing homework provision in-school**