



Pupil Premium Report 2013-2014

The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

The latest national figures available show that:

- Only 67% of 7 to 11-year-olds known to be eligible for free school meals (FSM) achieved the expected level in Reading, Writing and Maths combined, compared with 83% for non FSM pupils.
- After prior attainment, poverty is the single most important factor in predicting a child's future life chances.
- Attainment gaps between pupils from deprived backgrounds and their more affluent peers persist through all stages of education, including entry into Higher Education.
- The highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by age seven.
- By the end of Key Stage 1 (age seven), the odds of a pupil eligible for Free School Meals (FSM) achieving level 2 in reading, writing and mathematics are one third those of a non-FSM pupil.

At Christ the King Catholic Primary School we support all our pupils. We do this by providing high quality classroom teaching supplemented by interventions to support vulnerable learners as and when required. The School Leadership Team and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium. A full copy of our Pupil Premium and SEND policy is available to be viewed at the school or on the School Website at <http://www.christthekingprimary.co.uk/>.



In 2013 – 2014 the level of the premium is £900 per pupil known to be eligible for Free School Meals and those in care and £300 for those children whose parents serve in the armed forces.

It also includes 'Ever 6 FSM' which are those pupils recorded on the January 2013 School Census as known to be eligible for Free School Meals on any of the termly census since summer of 2007. We received a total of **£16,200** for our pupils.

Please note that a significant amount of other funding is also used to support these activities

Provision	What this does?	Targeted Pupils
Booster groups and targeted support for Year 6 pupils	Targeted interventions for Year 6 pupils in reading and maths	Year 6
Phonic Intervention Group	This small group is for targeted pupils to catch up on 'letters and sounds' from Foundation Stage and Key Stage 1	Foundation Stage & Key Stage 1
Daily 1:1 Reading and Writing	This is done on a needs basis and can be done by Teachers or Teaching Assistants. It is 15-20minutes of targeted reading, phonics and writing with individual children.	Various year groups when necessary. 1 ½ hours
Support from Parent Link worker	The School Parent Link worker works with targeted families to improve attendance, well-being and	All year groups
Forest Skills Activities	Activities to enable children to explore the outside environment and provide learning opportunities and new experiences.	All year groups
Mentoring for pupils led by TA with mentoring training	Provide a supportive and mentoring role for pupils	All year groups
Sports / PE intervention club	A lunchtime intervention for targeted pupils to increase participation and social skills	All year groups

Outcomes for Pupil Premium children and non-Pupil Premium children (July 2014) at KS2:

Data from RAISE online 2014 Summary Report October 2014

Overall:

- Pupil Premium Children in our school enter EYFS below national averages.
- We are proud of the journey our children make through the school, closing the gap in attainment and progress.
- All our children make good progress and achieve well by the time they leave KS2.
- All our children are closely monitored to ensure the gap is closing



The table below shows the amount of Value Added of our Pupil Premium Children across the whole school in Reading, Maths and Writing compared to non-disadvantaged pupils. . Our numbers of Pupil Premium learners vary each year and this can affect the percentages due to the lower number of children also some children have additional SEND needs.

Value Added						
Overall	2012		2013		2014	
	Cohort	School	Cohort	School	Cohort	School
Disadvantaged pupils	3	100.1	4	102.9	1	101.6
Other pupils	16	100.7	9	102.5	17	101.9
Mathematics						
Disadvantaged pupils	3	97.7	4	103.1	1	103.9
Other pupils	16	100.7	9	102.6	17	101.5
Reading						
Disadvantaged pupils	-	-	4	103	1	96.9
Other pupils	-	-	9	103.6	17	102.1
Writing (TA)						
Disadvantaged pupils	-	-	4	102.6	1	101.8
Other pupils	-	-	9	101.2	17	102.5



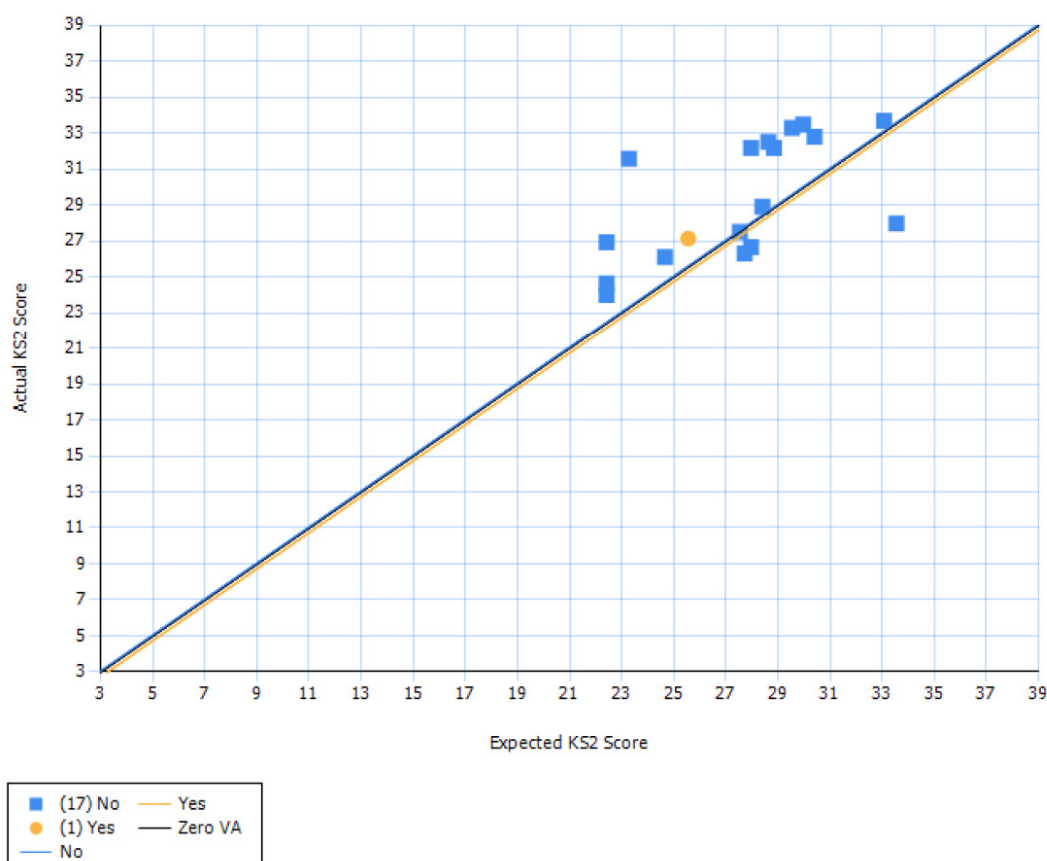
The table below shows the average points progress of our Pupil Premium Children across the whole school in English, Maths and Writing compared to non-disadvantaged pupils at our school and nationally. Our numbers of Pupil Premium learners can vary each year and this can affect the results due to the lower number of children who are Pupil Premium and some of these learners have additional SEND needs.

Average Point Scores												
Overall	2012				2013				2014			
	English & Mathematics				Mathematics, Reading and Writing (TA)				Mathematics, Reading and Writing (TA)			
	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff	Cohort	School	National Other	Diff
Disadvantaged pupils	3	24.6	28.9	-4.3	4	28.1	29.1	-1.0	1	25.5	29.4	-3.9
Other pupils	16	29.1	28.9	0.2	10	30.2	29.1	1.1	17	29.7	29.4	0.3
Within school gap		-4.5				-2.1				-4.2		
Mathematics												
Disadvantaged pupils	3	23.0	29.1	-6.1	4	28.5	29.5	-1.0	1	27.0	29.8	-2.8
Other pupils	16	29.3	29.1	0.2	10	30.0	29.5	0.5	17	29.5	29.8	-0.3
Within school gap		-6.3				-1.5				-2.5		
Reading												
Disadvantaged pupils	3	30.0	29.4	0.6	4	28.5	29.2	-0.7	1	21.0	29.7	-8.7
Other pupils	16	30.8	29.4	1.4	10	31.8	29.2	2.6	17	30.5	29.7	0.8
Within school gap		-0.8				-3.3				-9.5		
Writing (TA)												
Disadvantaged pupils	3	25.0	28.0	-3.0	4	27.0	28.3	-1.3	1	27.0	28.6	-1.6
Other pupils	16	28.1	28.0	0.1	10	28.8	28.3	0.5	17	29.5	28.6	0.9
Within school gap		-3.1				-1.8				-2.5		
English Grammar, Punctuation and Spelling												
Disadvantaged pupils	-	-	-	-	4	27.0	28.8	-1.8	1	21.0	29.4	-8.4
Other pupils	-	-	-	-	10	30.0	28.8	1.2	17	28.8	29.4	-0.6
Within school gap		-				-3.0				-7.8		

The Chart below shows: Key Stage 1 to Key Stage 2 fine grades value added analysis by subject and by all pupils.

2014 All subjects (KS2) value added line, showing spread of pupils by disadvantaged pupils

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



What does this information tell us?

- Our Pupil Premium learners over time make good progress and attainment and are closing the gap with their non-disadvantaged peer. They have good Valued Added, please refer to the below definition or at http://www.education.gov.uk/schools/performance/archive/primary_04/p3.shtml, overall in Maths, Writing and all three subjects combined our learners were in the top 5%(Maths) and 20% of school nationally.
- Our Pupil Premium learner's numbers can vary and last year in year 6 we had one pupil, therefore making it difficult to predict trends in our results.



Definition of THE KEY STAGE 1 (KS1) TO KEY STAGE 2 (KS2) VALUE ADDED MEASURE

From the Department for Education

What do we mean by value added?

Some pupils will always find it difficult to do well in assessment tests. It may be, for example, that they have significant special educational needs (SEN). But all pupils are capable of making progress and it is important that schools are given recognition for the work that they do with all their pupils.

We have developed a way of measuring the progress that individual pupils have made between taking assessment tests when they are generally aged 7 and in Year 2 (KS1) and assessment tests when they are generally aged 11 and in Year 6 (KS2). We call this the value added measure. Value added measures are intended to allow fairer comparisons between schools with different pupil intakes.

For example, school A might show high percentages of pupils achieving Level 4 and above, while school B shows lower percentages. But in value added terms, the pupils at school B may have made more progress than other pupils who were performing at the same level at KS1, and therefore have a higher value added "score" than school A.

The KS1 to KS2 value added measure

Each pupil's value added score is based on comparing their KS2 performance with the median - or middle - performance of other pupils with the same or similar results at KS1. The individual scores are averaged for the school to give a score that is represented as a number based on 100. This indicates the value the school has added on average for their pupils. For further information on how a value added score is calculated for a pupil and how the value added measure is calculated for a school can be found in the value added technical information section of this site

The value added measures in the current tables take account of prior attainment, which is the biggest single factor affecting pupil results. However, contextual factors which are outside the school's control, such as gender, mobility and levels of deprivation may have a further impact on pupil results, even after allowing for prior attainment. To take these into account requires a more complex model of value added. Such a model is being piloted for value added between Key Stages 2 and 4 in the 2005 Tables. Some initial trialling with schools has taken place in Autumn 2004: for more information see http://www.standards.dcsf.gov.uk/performance/pat/cva_pilot/?version=1



Interpretation of a school's value added measure

The value added scores are shown as a measure based on 100. Scores above 100 represent schools where pupils on average made more progress than similar pupils nationally, while scores below 100 represent schools where pupils made less progress.

For KS1 to KS2 value added, a measure of 101 means that on average each of the school's pupils made one term's more progress between KS1 and KS2 than the median - or middle value - for pupils with similar KS1 attainment. Conversely, a score of 99 means that the school's pupils made a term's less progress.

Mainstream Schools

As a guide:

- at KS1 to KS2, for schools with 30 or more pupils in the value added measure, measures of 99.1 to 100.9 represent broadly average performance, while for schools with 50+ pupils, measures of 99.3 to 100.7 are broadly average.

When comparing the measures for two schools a similar effect holds:

- At KS1 to KS2 when comparing schools with cohorts of about 30 pupils, differences of up to 1.3 should not be regarded as significant, while for schools with about 50 pupils, differences up to 1.0 should not be regarded as significant.

As a guide:

- At KS1 to KS2, for special schools with 20 pupils in the value added measure, scores of 98.9 to 100.9 are broadly average.

When comparing the measures for two schools:

- At KS1 to KS2, when comparing special schools with cohorts of about 20 pupils, differences of up to 1.4 should not be regarded as statistically significant.

Value Added Profiles:

By looking at the table below, you can see how the VA measure for a school compares nationally.

Profiles	Percentile
102.1 and above	Top 5% of schools nationally
100.9-102.0	Next 20% of schools nationally
100.3-100.8	Next 15% of schools nationally
99.8-100.2	Middle 20% of schools nationally
99.3-99.7	Next 15% of schools nationally
98.0-99.2	Next 20% of schools nationally
97.9 and below	Bottom 5% of schools nationally