



Christ the King Catholic Primary School

Pupil Premium Report 2015-16

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/>.



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Academic Year 2015/16

In 2015-16, 13 % of the children in Year 1 to Year 6 qualify for the pupil premium.

Financial Year	Pupil Premium Grant
2015/2016	Budget £17,160
Grant used to fund	Cost
Pupil Premium Teacher (1:1 tuition, support groups)	£6,600
Bursaries for Year 6 Residential and Educational visits	£600
Additional support for individual pupils	£4,000
Staff training and learning detective's workshop	£700
Support from specialist services – EP, EMTAS, BEST, EWO, training	£3500
Pupil Premium TA support to led inventions programmes in school	£4,0000
Total Expenditure:	£19,400

Academic Year 2014/15

In 2014-15, 13 % of the children in Year 1 to Year 6 qualify for the pupil premium.

Financial Year	Pupil Premium Grant
2014/2015	Original Budget £13,000 (increased to 16,900)
Grant used to fund	Cost
Pupil Premium Teacher (1:1 tuition, support groups)	£4,003.99
Bursaries for Year 6 Residential and Educational visits	£439
Additional support for individual pupils	£5,296.15
Staff training and learning workshop	£685.10
Support from specialist services – EP, EMTAS, BEST, EWO, training	£3005
Employment of a Pupil Premium TA to led inventions programmes in school	£3,336.53
Total Expenditure:	£16,796.77



Costing Map - details within each area, objectives and targeted outcomes:

Year Group	Item/Project	Objective	Targeted Outcome	Impact
UKS2	Targeted Small groups support, lower and higher ability	Targeted pupils to support reading and writing to close the gap. Personalised learning to address misconceptions.	Increased attainment and progress. All children progressed 2/3 sub levels progress. (refer to assessment data and PPM)	Small group work support our learners and in April Pupil Progress the children were on target to achieve their level predictions. Refer to Pupils Voice May 2015
	One to One tuition – support for specific learning difficulties	Personalised learning to address misconceptions and support children's confidence in reading, writing and maths.	Increased attainment and progress All children progressed 3/4 points (refer to assessment data and PPM)	Refer to impact statements written by Pupil Premium Teacher and Pupil voice completed May 2015. The support has enabled pupils to reach their targets through 1:1 support enabling gaps in learning to be personalised for each child needs.
	Bursaries for Year 6 Residential Visits	Widening children's experiences through offering a place at our Morfa Bay Residential.	Increased self-confidence, greater independence, engagement and participation. Better team-working collaborative	All children are able to attend the Year 6 Residential with full financial support from the school. All pupils having the same opportunities to attend the camp.
LKS2	One to One tuition – support for specific learning difficulties	Personalised learning to address misconceptions and support children's confidence in reading, writing and maths.	Increased attainment and progress All children progressed 3/4 points (refer to assessment data and PPM)	Refer to impact statements written by Pupil Premium Teacher and Pupil voice completed May 2015. The support has enabled pupils to reach their targets through 1:1 support enabling gaps in learning to be personalised for each child needs.
	Targeted Small groups support, lower and higher ability	Targeted pupils to support reading and writing to close the gap. Personalised learning to address misconceptions.	Increased attainment and progress All children progressed 3/4 points (refer to assessment data and PPM)	Small group work support our learners and in April Pupil Progress the children were on target to achieve their level predictions. Refer to Pupils Voice May 2015
	1:1 reading and writing daily with children (10mins daily)	Targeted pupils to support reading and writing to close the gap.	Increased attainment and progress All children progressed 3/4 points (refer to assessment data	This has ensure our learners are reading daily or 3 times a week with an adult and making progress.



	for 8 weeks)	Personalised learning to address misconceptions.	and PPM) Increase in confidence as a learner.	
KS1	Phonic Invention Group 30 mins daily for 8 weeks. Small group and 1:1 support.	Targeted pupils to catch up on "Letters and Sounds" work in a small group in KS1 AND Foundation stage	Increased the percentage of passing the phonics screening especially in Year 2.	Regular targeted support has enabled pupils to improve their phonics knowledge. The pupils take their Phonics Reading Check on 15 th June 2015.
	Targeted Small groups support, lower and higher ability	Inventions in small blocks e.g reading, phonic, Max's Marvellous Maths	Increased attainment in KS1 in English and Maths	Small group work support our learners and in April Pupil Progress the children were on target to achieve their level predictions.
EYFS	Additional LSA support	Early invention to individual support at all levels addressing concerns around reading, language, maths, SEND needs	Increased % of children working at a good level of development in Reading, writing and number SEND children settle quickly and made good progress.	With early identifying children with needs has enabled a smooth transition into Year 1 enabled them to access the curriculum.
Whole School	Staff training	To ensure all staff receives training linked to the needs of our pupils especially the ETMAS and SEND teams.	Staff confidence and knowledge is up to date to support our learners in challenges.	The staff have received Level 1 Autism Training, Speech and Language, Medical needs Training, SEND Updates on the 0-25, Support staff training on Numicom, Mental health, Outdoor learning. Impact: All staff are to support our learners and close the gap.
	Parent Link Worker	Targeted family support in overcoming barriers to behaviour, attendance and children's learning.	Effective support for families and to help them access services or school life to fully participate.	Extra support provided for families by Inclusion Support and Parent link has helped to ensure our vulnerable families are supported with facing challenges. Our families are supported by staff and feel able to ask for help.



	Support from specialist services – EP, EMTAS, BEST, EWO, Inclusion support	For individual children to have support from the EP, ETMAS, BEST, Inclusion support and EWO. Modelling and training school staff to deliver high quality interventions.	Clear strategies provided for better ways to support individuals and children. Barriers are overcome children making good progress.	Pupils, Staff and Families have access to good advice with clear strategies to support the child with all aspects of learning, behaviour and home life.
	Mentoring for pupils	For individual children to have support and a chance to talk about issues effecting their learning.	Barriers are overcome children making good progress.	Pupils self-esteem has improved which has enabled pupils to feel listen to and supported in school and at home.
	Educational Visits including use of our After School Club.	To ensure all pupils have equal access to the wider curriculum and opportunities.	Barriers are overcome children making good progress.	Ensured all pupils have access to the same curriculum opportunities.



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



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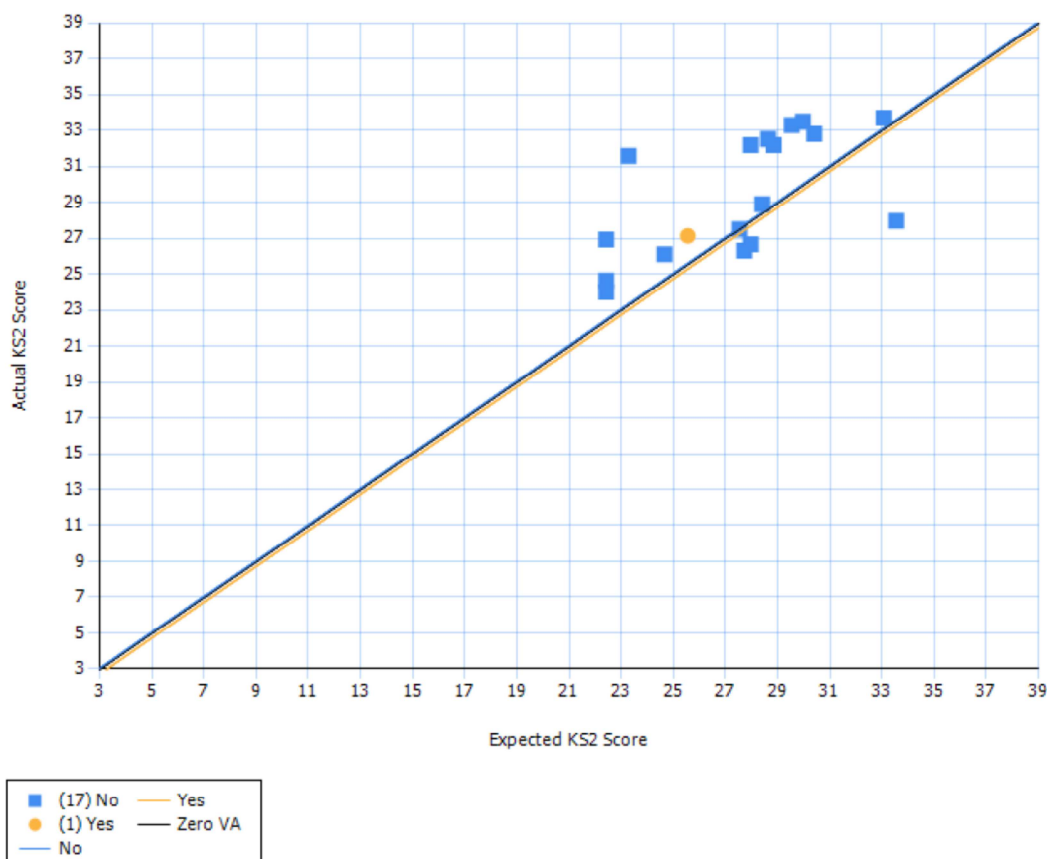
The table below shows the average points progress of our Pupil Premium Children across the whole school in English, Maths and Writing compared to non-disadvantaged pupils at our school and nationally. Our numbers of Pupil Premium learners can vary each year and this can affect the results due to the 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



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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