

PROPOSED PUPIL PREMIUM SPENDING APRIL 2016 – APRIL 2017

Impact Statement April 2017

St. Gabriel’s Catholic Primary School receives a pupil premium allocation for children eligible for free school meals and for children who have been looked after continuously for more than six months. Schools are permitted to allocate the pupil premium as they see fit. As a school we are held accountable for how we use this additional funding.

Pupil Premium from April 2016 – April 2017 – 76,560 – 58 qualifying pupils at £1320 each.

Barrier/s to Learning	Item / project	Cost	Objective	Intended Outcome	Actual Outcome								
Lack of parental support / capacity to support. Overcome issues experienced by having attended a number of schools. Offer access to revision opportunities and resources not necessarily provided at home.	Support for 1 to 2 / small group / teaching to raise standards where directed by need	£10 000 (To include: £8000 – cost of tuition sessions; £2000 – resources to support tuition sessions.)	To close the gap in attainment and progress in Mathematics, Reading and Grammar, Punctuation and Spelling between Pupil Premium and non – Pupil Premium children.	Reduced gap in Mathematics, Reading and Grammar, Punctuation and Spelling between Pupil Premium and non – Pupil Premium children. Evidence Base - To be evidenced in end of year assessment data for targeted year groups. Case Studies.	Spring Term assessments (March 2017) results: <table border="1"> <tr> <td></td> <td>% of Pupil Premium ‘on track’ to reach end of year expectations</td> </tr> <tr> <td>Reading</td> <td>64%</td> </tr> <tr> <td>Writing</td> <td>91%</td> </tr> <tr> <td>Maths</td> <td>64%</td> </tr> </table> <p>Each of the above % would indicate a significant increase from KS2 SATS 2016 data for Pupil Premium children. (2016 data: Reading – 27%; Writing – 33%; Maths – 53%)</p> <p>The above data was informed by formal written assessments. Final data will become available when the KS2</p>		% of Pupil Premium ‘on track’ to reach end of year expectations	Reading	64%	Writing	91%	Maths	64%
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					SATs results are published in July 2017.
<p>Family Problems – Safeguarding</p> <p>Family Problems – Finance</p> <p>Family problems – Parenting, routines, boundaries</p> <p>Bereavement</p> <p>Lack of social skills</p> <p>Low self esteem/ self confidence</p> <p>Low aspirations</p> <p>Families aware that attendance and punctuality are closely monitored.</p>	<p>Significant contributions to the salary of Every Child Matters Officer and her interaction with pupils</p>	<p>£20 000</p>	<p>To support children and families who are experiencing difficult or challenging situations.</p> <p>To work towards removing learning barriers, and particularly any issues around attendance, for identified children within school so that they can fulfil their full potential.</p> <p>To provide support for staff so that they can support the children in their care.</p>	<p>Potential learning barriers to attendance and full learning capacity reduced / removed.</p> <p>Attendance rates for children supported to be in line / better than national averages.</p> <p>Gap between attainment and progress of children supported and rest of cohort to be reduced / removed.</p> <p>Evidence Base – responses to annual parental questionnaires; attendance data; attainment and progress data for children supported. Case Studies.</p>	<p>Individual case studies most effective way of understanding the impact of the Every Child Matters Officer.</p> <p>Most recent attendance data (RaiseOnline 2016) indicates that our Pupil Premium have an average absenteeism rate of 3.7%, against a national average of 5.2%.</p>
<p>Low self esteem/ self</p>	<p>Funding of salary of LSAs</p>	<p>£35 000</p>	<p>To raise the attainment and progress of Pupil</p>	<p>Raised attainment in reading, writing and</p>	<p>Spring Term Assessment Data.</p>

<p>confidence. Gaps in knowledge / understanding caused by varied previous educational career.</p>	<p>to meet needs identified in targeted year groups. (Y2 +Y5)</p>		<p>Premium children, particularly those who are in danger of not reaching their end of year expectations in reading, writing or Mathematics.</p>	<p>mathematics for supported children. Evidence Base - To be evidenced in end of year assessment data for targeted year groups. Case Studies.</p>	<p>Average progress made by Pupil Premium children within the two year groups:</p> <p>Year Two</p> <table border="1" data-bbox="1541 427 2047 619"> <thead> <tr> <th></th> <th>Months Progress (so far this academic year)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>12 months</td> </tr> <tr> <td>Maths</td> <td>9 months</td> </tr> </tbody> </table> <p>Year Five</p> <table border="1" data-bbox="1541 735 2047 927"> <thead> <tr> <th></th> <th>Months Progress (so far this academic year)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17 months</td> </tr> <tr> <td>Maths</td> <td>14 months</td> </tr> </tbody> </table> <p>For the Spring Term assessment point, 'expected progress' for a child would be 7 months. In both year groups, children have made more – and often considerably more – progress in both reading and maths.</p>		Months Progress (so far this academic year)	Reading	12 months	Maths	9 months		Months Progress (so far this academic year)	Reading	17 months	Maths	14 months
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<p>Lack of 'experiences' Lack of 'social</p>	<p>Extra-curricular / enrichment curriculum</p>	<p>£6 000</p>	<p>Funding to contribute to cost of trips, residential visits, sacramental</p>	<p>Children in receipt of the Pupil Premium to have fully accessed the additional extra –</p>	<p>Pupil Premium children have been involved in a range of extra-curricular / enrichment activities this year, including:</p>												

<p>skills' opportunities / opportunities to socialise with a wider group of children. Basic life skills not always supported at home, supported through residential trip.</p>	<p>activities</p>		<p>programmes, extra – curricular activities and other aspects of the enrichment curriculum to ensure that children in receipt of the Pupil Premium are able to access these opportunities fully.</p>	<p>curricular opportunities offered by the school. Evidence Base – attendance at events – records kept by relevant staff members. Case Studies.</p>	<p>Autumn Term 2016: Y2 Learning Club KS1 Art Club – Pupil Premium child targeted for attendance. Whole School – Visit from an author (E R Reilly, October 2016) Y6 – Residential Trip to Alton Castle. (September 2016) Y5 – Visit to National Space Centre Y4 – Trip to see the Nutcracker (Date TBC) Y2 – Theatre trip to see George's Marvellous Medicine. (December 2016)</p>
<p>See above.</p>	<p>Reserve</p>	<p>£ 4 560</p>	<p>A reserve will be kept to fund initiatives which will support needs emerging as the year progresses.</p>	<p>Flexibility to respond to needs as they emerge going through the year. Evidence Base – to be dictated by nature of initiatives supported. Case Studies.</p>	<p>Individual case studies detail use of reserve.</p>