



Pupil Premium Grant Expenditure Report: 2015/16

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll as at 20.06.16 (excluding nursery)	418
Total number of pupils eligible for PPG (including Service and LAC children)	67 pupils (Rec-Y6)
Amount of PPG received per pupil 2015/16	£1320
Total amount of PPG received 2015/16	£88,280
Rolled forward from 2014/2015	£17,357
Total amount of PPG 2015/16	£105,637

Previous performance of disadvantaged pupils end of Key Stage 2 (pupils eligible for free school meals or in local authority care for at least 6 months) 10 pupils			
	2014	2015	2016
% of pupils making expected progress in English		-	-
% of pupils making expected progress in Maths	100%	100%	
% of pupils making expected progress in Reading	100%	100%	
% of pupils making expected progress in Writing	100%	100%	

PPG spending by item/project 2015/2016			
Item/project	Cost	Objective	Expected Outcome
Curriculum Resources & school trips	£1920	To enable all PPG pupils to access curriculum learning through school trips.	From September 2015, PPG pupils will have costs of all school trips covered. No PPG pupils will miss school trips (100%

			attendance)
Staff costs	£71,538	To work with all PPG across school in innovative and engaging ICT projects focused on raising levels of reading, writing, maths. Also includes 0.2fte of Emma Naisbett for Mindfulness work and part year for Ptime Learning Mentor	ICT Specialist teacher will coordinate PPG activities and teaching across whole school; leading assessment of pupils and monitoring progress with DHT.
Y5 CHET Residential and Y6 Residential Lakeside Trip	£3527	To fund Y5 CHET trip and Y6 Lakeside trip for pupils eligible for PPG.	PPG Pupils will have been enabled to visit CHET/Lakeside due to spending of PPG.
Staff costs & resources Catherine Eccleshall	£6800	To provide interventions across KS1 and KS2 for reading, writing and maths.	PPG pupils will be given the opportunity to become involved in Better Reading Partnerships, writing programs and maths programs.

EYFS

Targeted interventions to assist with letter sounds/ phonic awareness have been successful and continue to have a positive impact on the children. A disadvantaged pupil who in autumn knew only 3 letter sounds currently knows 21 letter sounds because of the interventions. More frequent and timely interventions have taken place this year. Teaching assistants have taken opportunities to deliver interventions during the day as and when needed. Math's interventions to build confidence using teen numbers including games/activities have taken place 3 x weekly. A pupil who did not know numbers 1-10 in autumn and spring received support and now knows numbers 1-20. Michelle Boden has been running Sunshine Circles, which has helped children build confidence. Children are encouraged to talk about themselves/ family and interests. Physical and fine motor skills including finger gym to improve pencil grip and writing have worked well. Writing groups have taken place 3 x weekly with a focus on writing sentences. Time to talk groups have helped to develop talking and listening skills and children have been encouraged to share news and become accustomed to listen to others talking.

Year One

An emphasis has been placed on developing reading/writing, mathematics and phonic awareness. This has had a positive impact and children have been more confident and willing to try their best in each subject. In writing a focus has been placed on children working in smaller groups and practising writing CVC words and constructing sentences. Phonics interventions are delivered daily and there is also an after school club once a week. Reading is delivered at least three times a week and when needed teaching assistants deliver daily. Carol Naylor also supports reading for children that are PP/SEN and also delivers precision teaching. A heavy emphasis has been placed on practical maths this year and teaching assistants have been working with smaller groups using Numicon and various practical resources. After whole school training from Sarah Martin a Mathematics consultant from

Lancashire teachers/ teaching assistants have developed a range of skills and activities to impact on the children's learning. This whole school approach has had a positive impact with children using concrete resources and not relying on a conceptual approach. A success this year has been that interventions have been delivered as and when needed with a fluid group of children. Teachers and teaching assistants have made positive, noticeable differences in the impact of these interventions.

Year Two

Children continued to receive interventions such as 1st class @ number and phonic awareness. Handwriting programs have been introduced in the summer term with the aim that children can work on their handwriting during the summer holidays in preparation for Year 3. Mrs. Eccleshall has supported Year 2 in improving writing and she focused on sentence dictation, precision teaching and improving sentence structure. This support was given in the early part of the summer term. Mrs. Costigan and Mrs. Neary have also supported children with reading weekly. Mrs. Jasper has also worked with a small group of children supporting their learning in reading, writing and maths. The children have made good progress in a smaller group situation.

Mathematics Parental Workshops

These workshops ran in the spring term for 6 weeks hosted by Mr. Roach. They were aimed to deliver the new math's curriculum to parents and children over three morning sessions per week for the duration of the intervention. The National Centre for the teaching of Mathematics was used as a basis to share with the parents/children the key objectives for the academic year. Training from a math's consultant was also used to help deliver a series of games and activities to help children to master key objectives. The workshop were well attended and lots of positive feedback was given. In the summer term there will be an after school work shop to accommodate parents who could not attend the morning sessions and offer a chance to check with the progress children/parents have made. The parents will complete a survey so areas for improvement/strength can be recognised, this will affect planning of future workshops. This will also provide a chance to look ahead to the Year 3 curriculum and spotlight Key objectives for the new academic year.

Year Three

Teachers, teaching assistants and Mrs. Eccleshall have delivered highly differentiated writing interventions for disadvantaged children; these have targeted writing a range of sentences and improving spelling, punctuation and grammar. Specific children have been involved with the Better Reading partnership and one disadvantaged pupil has improved their reading age by 18 months. Mrs. Boylan has delivered mathematics, reading and writing support for a small group of children. These interventions have run daily and helped to focus on children's individual needs such as high frequency spellings, improving handwriting and games/activities to improve SPAG. An emphasis has been placed on learning the first 100 high frequency words and classwork has improved dramatically for two disadvantaged pupils. For reading an additional focus has been placed on developing inference and deduction, as these are vital skills needed. An emphasis has been placed on using concrete resources to support children in mathematics. Teachers/ teaching assistants report that this is having a very positive impact on children's learning helping children to use and apply skills in all areas of mathematics, particularly problem solving.

Year Four

Reading parental workshops

There has been a focus on developing reading fluency and understanding. A parental reading workshop was run in autumn inviting parents to come into school and see the type of texts children are expected to read. The workshop focused on fluency, intonation, inference and deduction and worked with parents/children demonstrating how to use questioning effectively to probe the children's understanding. Children with weaker reading skills were asked to join the Better Reading partnership and then monitored to make sure that parents/children were reading daily. A small number of children who did not receive support at home were read with daily in school. All pupils involved in the intervention made significant progress and one child moved through two book bands and scored very well on Rising Star Assessment. Plans to revisit the reading group have been made for summer term to reflect upon areas of strength/weakness and give parents/children a chance to look ahead to the new curriculum.

Interventions have been run including: sentence dictation, slow writes, Soundwrite, games/activities to improve cohesion, up-leveling sentences and improving vocabulary. These interventions have been delivered 3 x weekly and have had a positive impact on the children's work in class. In writing the majority of the children are on target to make expected progress and those who are not, have made good progress against their starting point.

In mathematics, daily interventions have taken place to support children with their daily calculations and offering time for children to re-visit lesson objectives from that day or week. Highly differentiated work has allowed the children more time and support to secure key mathematical concepts. An emphasis on using concrete resources has enabled the children to 'see', 'do' and 'solve' mathematical problems that had been previously taught as concepts. The White Rose Hub materials and planning have been used which provide continuity and progression termly.

One disadvantaged pupil has made really positive progress socially and emotionally. In the beginning of the year he was finding school a difficult and unhappy place to be. His home life had been very unsettled and he often appeared disillusioned, frustrated and angry. After lots of extra care, attention and friendship programs aimed to helping him he has settled down and is much happier. Teachers, teaching assistants, Mrs Boden and SLT have invested time in him to show him that he is a valuable member of school who is appreciated. He has made important academic progress and with support he is now in a better position to learn.

Year Five

In reading, interventions have been run including 1-1 reading, smaller focused reading groups, daily reading groups and targeted homework aimed at poorer readers. Cath Eccleshall has worked with groups of children 3 x weekly delivering interventions to support the children's understanding and comprehension skills. Teaching assistants have also supported reading in afternoon sessions to focus on developing the children's fluency and understanding.

In writing, interventions have targeted editing and proofreading skills. Peer to peer programs have been used, smaller focused groups and handwriting programs. The new curriculum's expectations for spelling, punctuation and grammar have been met through differentiated work and in-class games and activities. Cath Eccleshall has also delivered programs to support sentence construction, SPAG, handwriting and writing fluency.

Maths interventions have run daily and weekly to support children with their learning. Mr. Roach has worked with a smaller group of children for maths 3 x weekly. Due to the fact that the children are working in much smaller their confidence has grown and they have made good progress. This group of children has demonstrated a really positive attitude towards their work and they have been given a chance to make mistakes and learn in a smaller more supportive setting. Mrs. Goulbourne has worked weekly delivering math's interventions to children on Thursday afternoons. These interventions have helped children to reason and use and apply skills.

One boy in has been provided with a laptop to help support his learning in school. He is on the SEN register and has great difficulty in writing. After advice from the SENCO it was decided to get him a laptop that would help him in his studies. This has been successful and he will continue to use the laptop during Year 6.

Year 6

Mrs. Naisbett and Mr. Roach have taught the majority of disadvantaged children in Year 6 as a smaller group for the entire academic year. This has worked particularly well as the children have worked in a St. Catherine's room to be taught English, mathematics and reading. The smaller group/classroom setting has given children a chance to spend time looking at differentiated activities working to the same learning objectives as their peers. This has meant that they are receiving the same coverage but at a better pace, with suitable resources and support. SPAG has been delivered in afternoon sessions as a whole class but disadvantaged children have received extra support in interventions to support. Children have been given opportunities to attend extra sessions before and after school. This has worked well helping to prepare for the SATS. The children have had a really positive attitude towards their work and made very progress against their starting points in English Martyrs. This commitment and dedication will stand the children in good stead for their transition in to high school. Case studies have been made of two children from this group as they have flourished with continuous help and support over a number of years.

Total PPG received (inc 2014/15 c.fwd):	£105,637
Total PPG expenditure 2015/16:	£83,784
PPG remaining:	£21,852