

Holy Family Catholic Primary School

PUPIL PREMIUM 2015/16

During the 2014/15 Financial Year the school received £17,850 Pupil Premium Funding. This funding was used for targeted support for children in receipt of this funding.

Holy Family is committed to supporting any child who experiences barriers to learning. The Senior Leadership and Governors of the school ensure timely and appropriate interventions through the deployment of our excellent teaching assistants and learning mentor in addition to focused small group or 1:1 teaching provided by teachers. The governors are determined to continue this support as part of our provision which includes:

* Specific work identified by teachers requiring additional support
* Additional phonics work
* Maths intervention
* Guided writing and guided reading
* Physical intervention support e.g. dyspraxia / poor fine motor skills

In 2015-16, the school received £17,850 Pupil Premium Funding for 12 children. In addition to the above provision, the funding will be used to provide additional, bespoke support for the identified children which will include:

* 5 hrs per week of Learning Mentor Support £5000
* Additional specialist support provided by Southern £3500

Support including Specialist Teacher, Behaviour

Specialist and Educational Psychologist

* TA focused additional support 6 ½ hrs per week £2000
* SENCo / InCo time (20% of costs incurred) £8000
* Support for trips £60

Total £18,560

The school considers carefully the impact of strategies used to support our children. The tables below show the point scores for pupils eligible for pupil premium and other pupils both within school and results nationally. (PP – pupils eligible for Pupil Premium. Non PP – pupils not eligible for Pupil Premium.)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| KS1 APS | 2013 | | 2014 | | 2015 | |
|  | School | National | School | National | School | National |
| All subjects PP | 14.6 | 14.3 | 12.3 | 14.6 | 18.1 | 14.8 |
| All subjects Non PP | 17.2 | 16.3 | 17.7 | 16.1 | 17.9 | 16.6 |
| Reading PP | 14.3 | 13.5 | 9.0 | 15.0 | 19.0 | 15.2 |
| Reading Non PP | 17.1 | 16.8 | 18.3 | 17.0 | 18.4 | 17.1 |
| Writing PP | 14.3 | 13.5 | 13.0 | 13.7 | 17.7 | 14.0 |
| Writing Non PP | 16.3 | 15.5 | 16.9 | 15.6 | 17.4 | 15.8 |
| Maths PP | 15.0 | 14.7 | 15.0 | 15.0 | 17.7 | 15.1 |
| Maths Non PP | 18.2 | 16.5 | 18.0 | 16.7 | 18.0 | 16.9 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| KS2 APS | 2013 | | 2014 | | 2015 | |
|  | School | National | School | National | School | National |
| All subjects PP | 26.5 | 26.7 | 28.5 | 27.0 | 15.0 | 27.2 |
| All subjects Non PP | 31.3 | 29.1 | 30.1 | 29.4 | 30.7 | 29.5 |
| Reading PP | 27.0 | 26.9 | 33.0 | 27.5 | 15.0 | 27.6 |
| Reading Non PP | 30.2 | 29.2 | 30.5 | 29.7 | 30.6 | 29.6 |
| Writing PP | 25.0 | 25.9 | 27.0 | 26.2 | - | 26.6 |
| Writing Non PP | 30.5 | 28.3 | 29.3 | 28.6 | 29.2 | 28.9 |
| Maths PP | 27.0 | 27.0 | 27.0 | 27.2 | 15.0 | 27.3 |
| Maths Non PP | 32.3 | 29.5 | 30.3 | 29.8 | 31.4 | 29.8 |
| Grammar, Punctuation and Spelling PP | 25.0 | 26.2 | 33.0 | 26.9 | 15.0 | 27.5 |
| Grammar, Punctuation and Spelling Non PP | 29.8 | 28.8 | 29.5 | 29.4 | 31.8 | 29.9 |

As can be seen from the charts above, in Key Stage 1, 2015, the gap closed between children eligible for pupil premium and other pupils. In some subjects, children eligible for pupil premium scored higher.

It can also be seen that there can be a huge fluctuation between one year and the next particularly when considering Key Stage 2 results above. Due to the very low numbers of our children being eligible for pupil premium these figures can fluctuate greatly, particularly if the children also have identified SEN (Special Educational Need). The staff continue to work extremely hard to meet the needs of all our children.

Progress of children eligible for pupil premium during 2015 can be seen as follows.

Reading 3.6 points progress

Writing 4.1 points progress

Mathematics 3.0 points progress

Expected progress is 3.0 points across the year; however, we are always working to accelerate progress in order for children to attain challenging targets. In mathematics, progress was only at expected so will be a particular focus for 2015-16.