



St John XXIII Catholic Primary School Annual Report 2016-2017

Pupil Premium Funding Review 2016 – 2017

The Pupil Premium is awarded to schools based on the number of pupils eligible for Free School Meals (FSM). In 2012, the funding was extended to include pupils who have been eligible for FSM in the last 6 years, known as “Ever 6 Funding”. It is up to schools to decide how to spend the money. The Government believes that this is the best way to ensure that extra funding reaches the pupils who need it most.

For the academic year 2016 – 2017 St John XXIII Catholic Primary School was allocated a Pupil Premium budget of £121,440 equating to £1,320 per pupil. School data related to FSM, including Ever 6 FSM has been analysed. After undertaking a review of the school’s existing provision available to individuals and groups of pupils, The Senior Leadership Team and Governors allocated the funding to supplement the education of pupils across the school in the following ways:

- Providing teacher led-led weekly support groups in English and Maths
- An extra Year 6 teacher (effectively allowing more directed support to all pupils)
- Offering funded after-school programmes and music lessons to eligible pupils
- Curriculum enrichment activities, e.g. drama
- Staff training on reading, writing and maths interventions
- Whole staff training for the ‘I-Can’ accreditation and resources
- Offering funding for residential trips and educational visits
- 1:1 tutor for children in Years 5 and 6
- After school care at Local Play Centre

1. Summary Information					
School	St John XXIII Catholic Primary School				
Academic Year	2016/17	Total PP budget	£121,440	Date of most recent PP review (done at SLT level)	September 2017
Total number of pupils	301	Total PP Spend		Date for next internal review of this strategy	April 2018
		Number of pupils eligible	92		

KS2 - test results	Pupils eligible for PP at St John XXIII	Pupils not eligible for PP at St John XXIII		National Average
% achieving exp (GD) for GPVS	100%	100%		77%
% achieving exp (GD) for reading	81% (14%)	79% (38%)		71%
% achieving exp (GD) for maths	100% (39%)	100% (63%)		75%
% achieving exp (GD) for writing	89% (3%)	96% (46%)		76%
Combined scores (GD)	75% (3%)	79% (33%)		61%
KS1 – test results	Pupils eligible for PP at St John XXIII	Pupils not eligible for PP at St John XXIII		National Average
% achieving exp (GD) for reading	70% (10%)	83% (11%)		76%
% achieving exp (GD) for maths	50% (10%)	83% (17%)		75%
% achieving exp (GD) for writing	50% (20%)	83% (28%)		68%

EYFS GLD	2015	2016	2017
% of children attaining	60.0%	62.2%	68.1%
% of PPG children attaining GLD	50.0%	52.9%	71.4%
% nationally	69%	69%	71%

Phonics Tests	2015	2016	2017
% of Year 1 achieving the test		80%	82%
% of Year 2 achieving the test	75% (3 out of 4 children passed)	100% (all 4 children passes)	75% (3 out of the 4 children passed)
Pupil Premium children Yr1	65%	67%	60%

All Pupils (60 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	35 (58.3%)	45 (75.0%)	56 (93.3%)	45.3 (75.6%)
Progressed by 5 steps	14 (23.3%)	11 (18.3%)	4 (6.7%)	9.7 (16.1%)
Progressed by 4 steps	10 (16.7%)	4 (6.7%)	0 (0%)	4.7 (7.8%)
Progressed by 3 steps	1 (1.7%)	0 (0%)	0 (0%)	0.3 (0.6%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

2016 -2017
All 60 Year 6 Pupils

All Pupils (35 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	19 (54.3%)	26 (74.3%)	34 (97.1%)	26.3 (75.2%)
Progressed by 5 steps	8 (22.9%)	5 (14.3%)	1 (2.9%)	4.7 (13.3%)
Progressed by 4 steps	8 (22.9%)	4 (11.4%)	0 (0%)	4.0 (11.4%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

2016 -2017
35 PP Year 6 Pupils

All Pupils (25 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	16 (64.0%)	19 (76.0%)	22 (88.0%)	19.0 (76.0%)
Progressed by 5 steps	6 (24.0%)	6 (24.0%)	3 (12.0%)	5.0 (20.0%)
Progressed by 4 steps	2 (8.0%)	0 (0%)	0 (0%)	0.7 (2.7%)
Progressed by 3 steps	1 (4.0%)	0 (0%)	0 (0%)	0.3 (1.3%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

2016 -2017

25 Non PP Year 6 Pupils

Key Stage 2 SATs Results for All Pupils 2017

Subject	Teacher Assessment									Test Scaled Scores				
	Other	Below	Foundations	Early	Growing	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
Reading						6 (10.0%)		54 (90.0%)			12 (20.0%)	48 (80.0%)	14 (23.3%)	105.4
Writing							5 (8.3%)	43 (71.7%)	12 (20.0%)			60 (100%)	35 (58.3%)	111.4
Mathematics						6 (10.0%)		54 (90.0%)				60 (100%)	29 (48.3%)	109.6
Science	60 (100%)*													

Writing - Teacher Assessment against the TA Framework and Test Scaled Score for the GPS test

Below - Includes any P Scale assessments.

Other - Includes any assessment codes such as A (absent).

* in Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.

Y7 (60 pupils)	Expected Standard	Higher Standard
All Pupils	46 (76.7%)	9 (15.0%)

Expected Standard - a pupil must have a scaled score of 100 or more in reading and mathematics; and have been teacher assessed in writing as 'working at the expected standard' or 'working at greater depth in the expected standard'.

Higher Standard - a pupil must have a high scaled score in reading and a high scaled score in mathematics; and have been teacher assessed in writing as 'working at a greater depth'. The high scaled score value in mathematics and reading is released by the DfE, after the key stage 2 tests have been sat in the summer term. This value will remain 'Pending' until that time.

Key Stage 2 SATs Results for Pupil Premium Pupils 2017

Y7 (35 pupils)	Teacher Assessment									Test Scaled Scores				
Subject	Other	Below	Foundations	Early	Growing	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
Reading						4 (11.4%)		31 (88.6%)			7 (20.0%)	28 (80.0%)	4 (11.4%)	103.9
Writing							4 (11.4%)	30 (85.7%)	1 (2.9%)			35 (100%)	14 (40.0%)	109.6
Mathematics						4 (11.4%)		31 (88.6%)				35 (100%)	12 (34.3%)	108.3
Science	35 (100%)*													

National Averages – 61% of pupils reached the expected standard in reading, writing and maths compared to just 53% in 2016, that's up 8% nationally. The national has risen much closer to the floor standard of 65%.

National Average scaled scores:

Reading – 104 (up by 1 from 103 in 2016)

GPS – 106 (up by 2 from 104 in 2016)

Maths – 104 (up by 1 from 103 in 2016)

Percentage of pupils nationally reaching the expected level or better:

Reading – 71% (up 5% from 66% in 2017)

Writing – 76% (up 2% from 74% in 2017)

EGPS – 77% (up 4% from 73% in 2017)

Maths – 75% (up 5% from 70% in 2017)

Summary for KS2

- Average scaled score for PP children is above 100 in Reading, Writing and Maths
- Scaled score for PP children is above the national in Maths and in EGPS and is just in line with reading (104 nationally compared to 103.9 school)
- Where the school does need to target is with regards to the number of PP children achieving a Scaled Score of 110

(working at Greater Depth). Non PP children

1. Barriers to attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Oral language skills are lower for many pupils eligible for PP than for other pupils. This slows progress in subsequent years.	
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1 and 2. This prevents sustained high achievement in Key Stage 2.	
C.	More children who are new to the school or who, historically, have had poor teaching are eligible for PP and show gaps in their education that need to be filled.	
D.	More children with FSM have lower aspirations and learning behaviours are not so successful.	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Pupil premium attendance is 95.1% compared to 97/6% for other children. Children eligible for FSM have a greater proportion of persistent absentees..	
F.	More children eligible for FSM have emotional needs and require external support for themselves and their families.	
G.	More children eligible for PP do not complete home reading or homework and do not have support at home for this.	
2. Desired outcomes		
	<i>Desired outcomes an how they will be measured</i>	<i>Success Criteria</i>
A.	Improve oral language skills for pupils eligible for PP	Observations show increased oral ability yin class SALT assessment show improvements for all children on programmes. Implementation of Talk Boost across Reception and Year 1 and of Language for Thinking in Yr2-5
B.	Increase rates of progress across KS2 for high attaining pupils eligible for PP	Use of Mrs Kettle to carry out group work in Year 6. 1:1 tuition with Miss Sbuttoni Y6 Maths group to work with Mrs Finn
C.	More children who are new to the school or who, historically, have had poor teaching are eligible for PP have	Class room monitor assessments show that gaps are being filled in previous year groups' curricula

	gaps in their education filled.	
D.	Children eligible for PP improve their aspirations and learning behaviours	PP children can describe the learning heroes they have used to help themselves.
E.	Increase attendance rates for pupils eligible for PP	Reduce the numbers of persistent absentees among pupils eligible for FSM by 10% at least. Overall PP attendance and improved attainment. Partnership with the West London Zone (WLZ) to help support emotional needs of these pupils which will lead to improved attendance.
G.	Family support for learning at home shows improved engagement and increased expectations	Attendance at curriculum workshop evenings is increased for PP parents. Home reading is conducted by PP pupils as much as non PP. Homework is completed by PP children as much as non PP.

Expenditure 2016-17			
i. Quality of teaching for all (see SDP: Targets in Inclusion and on Teaching, Learning and Assessment)			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Cost (37% of the total cost – unless stated - as 37% of pupils in the school are entitled to PP)
Progress and attainment (narrowing the gap between identified pupils and their peers)	Additional teacher in Year 6 to effectively stream children and provide focused support	75% of PP children in Year 6 met the expected standard in all 3 subjects. The progress measure shows that PP children have made greater progress	£23,200 (58% of the cohort were PP)

		than their non PP peers with a scaled score difference of 1.2	
Progress and attainment (narrowing the gap between identified pupils and their peers)	1:1 tutor for children in Years 5 and 6	All the children who received this support met the expected standard in all 3 subjects	£2,735
Progress and attainment (narrowing the gap between identified pupils and their peers)	Learning Support Mentor (1/2 day per week)	Minimised behaviour issues in transition between breaks. Maximised learning time.	£3,000 (all children were pupil premium)
Progress and attainment (narrowing the gap between identified pupils and their peers)	Interventions teacher in KS1	Read Write Inc and Talk Boost up and running	£3,485.69 (£37% of whole salary)
Progress and attainment (narrowing the gap between identified pupils and their peers)	Parent Workshops to encourage parental support at home	Attendance up on average of 20% across all year groups	£500.00
Progress and attainment (narrowing the gap between identified pupils and their peers)	Dedicated KS1 reader to hear daily priority readers	PP children at the end of KS1 last year were in line with their non PP peers at having met Greater Depth in reading (10% for PP and 11% for non PP)	£14,000
Progress and attainment (narrowing the gap between identified pupils and their peers)	Talk Boost - TA and teacher delivery		£450 resources
Progress and attainment (narrowing the gap between identified pupils and their peers)	Language for Thinking KS1 and KS2 TA delivery	Language for Thinking up and running	£50 resources

Progress and attainment (narrowing the gap between identified pupils and their peers)	Rapid Maths Teacher and TA delivery	KS1 – Only 50% of PP children met the expected standard at the end of Year 2 – Focus for 2017-18 KS2 – 100% of PP children met the standard at the end of Year 6 compared to just 80% nationally.	£140 resources
Well-being and engagement Access to after school clubs	School Journey	Ensured all pupils were able to access the extra-curricular areas of the curriculum. Provided enrichment across the subject areas for all pupils.	£20,420
Well-being and engagement Access to after school clubs	Breakfast Club	Provided a breakfast for children and ensured they were ready for the day and motivated to learn	£16,658
Well-being and engagement Access to after school clubs	Curriculum enrichment activities, e.g. drama	Ensured all pupils were able to access the extra-curricular areas of the curriculum. Provided enrichment across the subject areas for all pupils.	£2,089.39
Well-being and engagement Access to after school clubs	Extended schools – After school clubs	Ensured all pupils were able to access the extra-curricular areas of the curriculum. Provided enrichment across the subject areas for all pupils.	£4,577
Well-being and engagement Access to after school clubs	QPR Football in the Community	Ensured all pupils were able to access the extra-curricular areas of the curriculum. Provided enrichment across the subject areas for all pupils.	£256.79
Well-being and engagement Access to after school clubs	After school provision at Randolph Beresford	Provided pupils with after school care and took pressure off families	£2,160
Attitude towards learning	Whole Class Brass	Gave children the opportunity to	£1,468

Well-being and engagement	Teaching from Tip-Borough Music Hub	expand their learning and take on an instrument	
Attitude towards learning Well-being and engagement	Whole Class Wind Teaching from Tip-Borough Music Hub	Gave children the opportunity to expand their learning and take on an instrument	£300
Well-being and engagement	Offering funded milk	Helped with engagement.	£1,772
Attitude towards learning Well-being and engagement	Uniform	Gave pupils the sense of pride and belonging in the school. Helped with engagement.	£14,677
			£112,391.87