

St Christopher Primary

Pupil Premium Grant 15-16 : £107,480

(74 Ever 6, 5 x LAC+ / Adopted from care)

Pupil Premium Spend: £117,200



Focus	Cost	Actions	Outcomes																						
Family Support Worker	£18,000	<ul style="list-style-type: none"> Working with pupils and families throughout the school on a large variety of issues and challenges including attendance. 	<ul style="list-style-type: none"> Family support Access to outside agencies is quickened, e.g. Time for You Counselling Pupils are more ready to learn Attendance has increased/Persistence absence reduced Home Visits to support families 1:1 support – time to talk, friendship issues etc Signposting to funding e.g. Food Bank CAF's – Lead Professional Inclusion – ensuring Health Plans are met 	<p>Persistent absence Below 85%; Autumn Term: 3.32% Summer Term: 2.65% Overall persistent: 1.15%</p> <p>Persistent absence below 90% Autumn Term: 6.64% Spring Term: 12% Summer Term: 7.23% Overall: 4.39%</p> <p>Pupil Premium:</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>14/15</th> <th>15/16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>96.7%</td> <td>97.5%</td> </tr> <tr> <td>2</td> <td>91.9%</td> <td>93.4%</td> </tr> <tr> <td>3</td> <td>92.3%</td> <td>92.9%</td> </tr> <tr> <td>4</td> <td>94.7%</td> <td>94.8%</td> </tr> <tr> <td>5</td> <td>95.6%</td> <td>95.9%</td> </tr> <tr> <td>6</td> <td>95.6%</td> <td>96.3%</td> </tr> </tbody> </table> <p>Case Studies: One example YR: 32% Y1: 53.2% Y2: 81% Y3: 100%</p>	Year Group	14/15	15/16	1	96.7%	97.5%	2	91.9%	93.4%	3	92.3%	92.9%	4	94.7%	94.8%	5	95.6%	95.9%	6	95.6%	96.3%
Year Group	14/15	15/16																							
1	96.7%	97.5%																							
2	91.9%	93.4%																							
3	92.3%	92.9%																							
4	94.7%	94.8%																							
5	95.6%	95.9%																							
6	95.6%	96.3%																							

<p>Additional support staff in Early Years x 1 PT TA and 1 FT TA</p>	<p>£16,000 £8500</p>	<ul style="list-style-type: none"> Support for Nursery pupils with low starting points in health and self care. Support pupils with PSED and Speech difficulties Support for YR pupils 	<ul style="list-style-type: none"> Pupils entering school with lower starting points in PSED, S and L and Health and Self Care meeting these basic needs. Pupils improved access to curriculum Vulnerable pupils supported by good ratios Reception pupils further on in reading and phonics scheme than previous years. Narrowed gap of cohort from lower starting points Increased % achieving Good level Development 	<p>Current Y1 End Of Reception: x6 Pupils GLD: All pupils 71% PP: 67%</p> <table border="1" data-bbox="1648 169 2148 890"> <thead> <tr> <th rowspan="2">% of pupils at or Above expected</th> <th colspan="2">All pupils (58)</th> <th colspan="2">Pupil Premium (6)</th> </tr> <tr> <th>Entry</th> <th>Summer</th> <th>Entry</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>Start (EEx)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PSED</td> <td>34%</td> <td>84%</td> <td>0%</td> <td>70%</td> </tr> <tr> <td>PD</td> <td>13%</td> <td>85%</td> <td>0%</td> <td>75%</td> </tr> <tr> <td>C and L</td> <td>49%</td> <td>78%</td> <td>34%</td> <td>76%</td> </tr> <tr> <td>Reading</td> <td>47%</td> <td>87%</td> <td>45%</td> <td>67%</td> </tr> <tr> <td>Writing</td> <td>48%</td> <td>73%</td> <td>40%</td> <td>67%</td> </tr> <tr> <td>Maths</td> <td>22%</td> <td>82%</td> <td>17%</td> <td>67%</td> </tr> </tbody> </table>	% of pupils at or Above expected	All pupils (58)		Pupil Premium (6)		Entry	Summer	Entry	Summer	Start (EEx)					PSED	34%	84%	0%	70%	PD	13%	85%	0%	75%	C and L	49%	78%	34%	76%	Reading	47%	87%	45%	67%	Writing	48%	73%	40%	67%	Maths	22%	82%	17%	67%
% of pupils at or Above expected	All pupils (58)		Pupil Premium (6)																																													
	Entry	Summer	Entry	Summer																																												
Start (EEx)																																																
PSED	34%	84%	0%	70%																																												
PD	13%	85%	0%	75%																																												
C and L	49%	78%	34%	76%																																												
Reading	47%	87%	45%	67%																																												
Writing	48%	73%	40%	67%																																												
Maths	22%	82%	17%	67%																																												
<p>Additional support for SENd/PP Support 1-1 English FT in Y2 RWI sessions Phonics Reading and Writing</p>	<p>£16,000 (x2 PP pupils also EHC Plans) £8000</p>	<ul style="list-style-type: none"> Focused teaching - allowing all groups to be smaller. 1-1 support Nurture group at breaktimes 	<ul style="list-style-type: none"> Misconceptions have been addressed and progress has increased. Daily 1-1 tuition 81% passing phonics screen test 95% passing screen check in Year 2 	<p>Current Y3 (x2 new pupils in year) At the end of Reception 50% achieved GLD in Reading (2) and 50% GLD overall 88% of these pupils (7/8) went on to pass Phonics Screening This group made 11 months progress in Reading, 15 months in Writing and 9 months progress in Maths</p> <p>Current Y2 (x1 new pupil in year) At the end of Reception 6/8 achieved GLD in reading and 50% achieved GLD overall In Year 1 (7/8) 88% passed the phonics screen check Progress in Year 2: This group made 14 months progress in Reading, 11 months progress in Writing and 10 months in Maths- at least the same progress as non PP. More progress in Reading</p>																																												

Additional Teacher support for Year 5 English and Maths Autumn 2 2015 until May 2016	£16,000	<ul style="list-style-type: none"> • Focused teaching with smaller class sizes 	<ul style="list-style-type: none"> • Pupils working in smaller groups has provided more opportunities for targeted teaching. • Meeting pupil needs • Increasing pupil confidence. • Narrowed gaps in attainment • Accelerated progress 	<p>Current Y6 7 pupils At ARE in Reading. This group made 21 months progress during the year. At ARE in Writing. This group made 21 months in writing (+1 mth more than others) At ARE in Maths. This group made 18 months progress (+4 mths than others)</p>
Additional Teacher support for Year 6 /Eng/Maths all year	£19,500	<ul style="list-style-type: none"> • Focused teaching with smaller class sizes 	<ul style="list-style-type: none"> • Pupils working in smaller groups has provided more opportunities for targeted teaching. • Meeting pupil needs • Increasing pupil confidence. • Narrowed gaps in attainment • Accelerated progress 	<p>Current Y7 20 pupils (x2 new pupils in Ks1 and x4 new pupils in KS2) Internal data: Just within ARE for reading. 19 pupils. This group made 26 months progress in reading from their starting points against New NC in July 2015. (+3 months more than others) Below ARE in Writing. This group made 28 months progress in writing from starting points in July 2015. (same progress as others) Sig below ARE in Maths. This group made 19 months progress from starting point at end of July 2015.</p>
One to one sessions Maths in Year 6 x 12	£4000	<ul style="list-style-type: none"> • Focused teaching for particular children. • 1 : 1 tuition 	<ul style="list-style-type: none"> • Misconceptions have been addressed • Confidence has been increased 	
Music Tuition for all Pupils in Year 3 and Year 5 (more than NC requirements)	Ukulele £4000 Keyboards £4000	<ul style="list-style-type: none"> • Opportunities for all children to learn instruments not just those who afford tuition. 	<ul style="list-style-type: none"> • Pupils have experienced learning to read music and playing different instruments, previously it was only those who could afford the fees. 	<p>Pupils progressed from lessons on holding the instrument correctly to performing a concert in front of invited guests. Some pupils have gone onto learn other instruments in school or at Secondary School having been inspired</p>
Subsidised Trips, Residential/Day and transport eg: Swimming	£2500	<ul style="list-style-type: none"> • Pupils being given equal opportunities. 	<ul style="list-style-type: none"> • Pupils are included in all activities • Less pressure on families 	<p>Improved resilience Increased confidence Greater independence A number of non swimmers achieved 25 metres</p>

Breakfast Club sessions.	£100	<ul style="list-style-type: none"> Breakfast provision encouraging attendance. 	<ul style="list-style-type: none"> Children are more ready to learn. 	See attendance statistics
Sports Kits	£100	<ul style="list-style-type: none"> Extra sports kits purchased to ensure children to take part in school sports. 	<ul style="list-style-type: none"> Children are fitter and healthier Children are more ready to learn 	See Sports Impact Report
Financial support for families in crisis	£500	<ul style="list-style-type: none"> Financial support for pupils whose families cannot afford travel or child care Food Provisions 	<ul style="list-style-type: none"> Improved well being for pupils and families. 	
Post LAC meetings	(staff time)	<ul style="list-style-type: none"> Detailed Parent/teacher meet Focus upon removing barriers Signposting for further support 	<ul style="list-style-type: none"> More intelligence (softer) on pupils well being Greater parent/school relationships Intensive support for parents on strategies to help pupils in their education 	<ul style="list-style-type: none"> Child A : Made 28 months in Reading, 28 months in writing 24 months progress in Maths, Child B: Made 40 months in reading, 32 months progress in writing, 12 months in Maths Child C: 1 month progress in Reading, 12 months in writing and 4 months in Maths Child D: 12 months in reading 12 months in writing 8 months in maths Child E: 16 months progress in reading, writing 16 and maths 10 months

