



Pupil Premium Grant Expenditure Report Autumn 2015-16

Pupil Premium – The Facts

St. Joseph's Catholic Primary School is a two form entry school in Barnet, expanding gradually to three form entry, which began in September 2015 with three classes in Reception. We have a Nursery and provide extended provision from 7.50am to 6.00pm each day. The on-site after school child care provision hosts pupils from other local primary schools also.

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure.

We are determined to ensure that our children are given every chance to realise their full potential. Pupils encounter many barriers to education - we believe that one of the biggest barriers for children can be poverty of expectation and so are determined to create a climate that does not limit a child's potential in any way.

At St. Joseph's we have average percentages of FSM/disadvantaged pupils but higher than average pupils with SEN and EAL pupils. We see our diverse community as a strength and we are committed to ensuring that the challenges we face are mitigated so that all pupils can reach their full potential. We believe there is no "one size fits all" so it is essential that we identify individual barriers in order to provide personalised targeted support so that our children can flourish. Pupil premium funding represents a proportion of our budget and we are committed to ensuring it is spent to maximum effect.

Objectives of Pupil Premium spending:

- Raising the attainment of disadvantaged children in all core subjects
- Closing the attainment gap between disadvantaged children and their peers
- Supporting children and young people with parents in the regular armed services
- Ensuring the standard of quality first teaching continues to be at least good with an emphasis on achieving outstanding
- Giving disadvantaged children the same opportunities as those who are not disadvantaged

Number of pupils and pupil premium grant (PPG) received:

Total number of pupils on roll	453
Total number of pupils eligible for PPG	66
Amount of PPG received per pupil (Looked After Children LAC)	£0
Amount of PPG received per pupil (Disadvantaged)	£1320
Amount of PPG received per pupil (Service Children)	£0
Total amount of PPG received	£87,000

Nature of Support in 2015-16:

Reading Phonics

Writing Maths

School Trips & Journeys

Staff CPD

Improved resources

Curriculum Focus of Pupil Premium Grant Spending in 2015-16:

Literacy: One to one reading for those reading below national expectations

Small group phonic intervention for children in Y1, Y2, Y3 & Y4

New phonics resources and reading books to improve reading across the school

Small group English intervention in upper KS2

Maths: Online maths tutoring in upper KS2

Small group maths intervention

Additional maths resources for groups

Before and after school booster groups

Other: Subsidised music lessons to ensure broad and balanced learning experience

Subsidised breakfast and after school clubs

Subsidised school trips/journeys to ensure access to extra-curricular learning

Additional ICT resources for online learning

Staff development for narrowing the gap and 1 teacher on Outstanding Tchr Prog.

Measuring the impact of Pupil Premium Grant Spending:

Evaluation of performance is rigorous. Tracking of progress over time for each pupil is thorough, so we can quickly identify any issues and develop strategies to promote improvement.

The impact of each intervention is analysed half termly as assessment data is gathered and uploaded to our data tracking system.

In 2015-16 we use a range of data to analyse impact of spending:

Current data

End of year data

End of Key Stage data

Phonics screening

EYFS data

Intervention analysis

Outcomes of observations, book scrutinies, learning walks and stakeholder feedback.

Attainment and Progress End of Autumn Term 1

Attainment of Disadvantaged Pupils at end of Autumn Term 1 - Reception

% of children achieving ARE in reading	60%
% of children achieving ARE in writing	50%
% of children achieving ARE in maths	80%

Progress of Disadvantaged Pupils at end of Autumn Term 1 - Reception

% of children making expected progress in reading	70%
% of children making expected progress in writing	85%
% of children making expected progress in maths	85%

Attainment of Disadvantaged Pupils at end of Autumn Term 1 - Year 1

% of children achieving ARE in reading	100%
% of children achieving ARE in writing	100%
% of children achieving ARE in maths	100%

Progress of Disadvantaged Pupils at end of Autumn Term 1 - Year 1

% of children making expected progress in reading	100%
% of children making expected progress in writing	50%
% of children making expected progress in maths	100%

Attainment of Disadvantaged Pupils at end of Autumn Term 1 - Year 2

% of children achieving ARE in reading	75%
% of children achieving ARE in writing	50%
% of children achieving ARE in maths	75%

Progress of Disadvantaged Pupils at end of Autumn Term 1 - Year 2

% of children making expected progress in reading	75%
% of children making expected progress in writing	100%
% of children making expected progress in maths	75%

Attainment of Disadvantaged Pupils at end of Autumn Term 1 - Year 3

% of children achieving ARE in reading	27%
% of children achieving ARE in writing	36%
% of children achieving ARE in maths	36%

Progress of Disadvantaged Pupils at end of Autumn Term 1 - Year 3

% of children making expected progress in reading	100%
% of children making expected progress in writing	100%
% of children making expected progress in maths	100%

Attainment of Disadvantaged Pupils at end of Autumn Term 1 - Year 4	
% of children achieving ARE in reading	15%
% of children achieving ARE in writing	8%
% of children achieving ARE in maths	0%
Progress of Disadvantaged Pupils at end of Autumn Term 1 - Year 4	
% of children making expected progress in reading	54%
% of children making expected progress in writing	70%
% of children making expected progress in maths	54%

Attainment of Disadvantaged Pupils at end of Autumn Term 1 - Year 5	
% of children achieving ARE in reading	8%
% of children achieving ARE in writing	8%
% of children achieving ARE in maths	17%
Progress of Disadvantaged Pupils at end of Autumn Term 1 - Year 5	
% of children making expected progress in reading	84%
% of children making expected progress in writing	100%
% of children making expected progress in maths	92%

Attainment of Disadvantaged Pupils at end of Autumn Term 1 - Year 6	
% of children achieving ARE in reading	40%
% of children achieving ARE in writing	27%
% of children achieving ARE in maths	47%
Progress of Disadvantaged Pupils at end of Autumn Term 1 - Year 6	
% of children making expected progress in reading	66%
% of children making expected progress in writing	86%
% of children making expected progress in maths	94%