

St Elizabeth Catholic Primary School



Pupil Premium Impact Report Autumn 2018

(For Academic year 2017/18)

Summary Information

School	St Elizabeth Primary School			
Academic Year	2017-2018	Total PP budget	£192,570	Date of next PP Review
Total number of pupils	394	Number eligible for PP	101	Summer 2019

School Context

St Elizabeth Catholic primary school is a two form entry school in Tower Hamlets. Provision is provided from 7.45am to 6pm each day.

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We believe that one of the biggest barriers for children can be a lack of exposure to the wider world and we strive to create a climate that does not limit children's potential in anyway. We want our children to have outstanding social skills.

Our principle vision is to improve the quality of teaching and learning in all lessons and targeted support means that all pupils benefit. The vision parallels individualised specific and methodical support over a period of time which had a clear focus on Maths and English matched to Pupil Premium students.

Alongside this we aspire to present the children with a whole and rounded educational experience that allows them to experience opportunities that may not be presented to them outside of school as well as addressing any inequalities in the education of pupils eligible for Pupil Premium funding.

Aim

Gap narrows between pupil premium and non-pupil premium pupils

Attainment is in line with or above national at end of KS1 and KS2

An increased % of children who have access to an enriched and creative curriculum

Children in key groups make good progress and the gap between them and their peers closes

Increased attendance of parents at curriculum events / workshops

Evidence of parents engaging more effectively with learning and as a result the targeted pupils make good progress

PP Attainment Summary 2017-18

Year	Reading			Writing			Maths		
	Percentage meeting the Expected Standard			Percentage meeting the Expected Standard			Percentage meeting the Expected Standard		
	Autumn Term	Summer Term	Difference	Autumn Term	Summer Term	Difference	Autumn Term	Summer Term	Difference
	Percentage Gap Between Disadvantaged and Non Disadvantaged	Percentage Gap Between Disadvantaged and Non Disadvantaged		Percentage Gap Between Disadvantaged and Non Disadvantaged	Percentage Gap Between Disadvantaged and Non Disadvantaged		Percentage Gap Between Disadvantaged and Non Disadvantaged	Percentage Gap Between Disadvantaged and Non Disadvantaged	
1	2%	4%	+2	4%	6%	+2%	7%	6%	+1%
2	9%	11%	+2	6%	5%	-1%	15%	5%	-10%
3	36%	36%	-	38%	30%	-8%	28%	29%	+1%
4	34%	32%	-2	46%	35%	-11%	29%	20%	-9%
5	16%	22%	+6	21%	23%	+2%	12%	17%	+5%
6	21%	9%	-12%	39%	16%	-23%	16%	18%	+2%

The table below shows the 2018 KS2 SATS Results by Disadvantaged Status. When comparing St Elizabeth to the Local Authority it shows the school in a positive light. In five of the six assessed areas the Disadvantaged pupils at St Elizabeth showed a higher percentage of pupils reaching the Expected Standard in comparison the Local Authority. In the sixth area the percentage reaching the Expected Standard was on par with the LA.

Curriculum Area	Percentage of St Elizabeth Disadvantaged pupils reaching the expected standard	Percentage of Local Authority Disadvantaged pupils reaching the expected standard	Difference
Reading	95%	76%	+19%
Writing	79%	79%	0%
Maths	84%	77%	+7%
GPS	84%	79%	+5%
RWM	74%	67%	+7%
Science	84%	81%	+3%

Summary of spending 2017-2018

Year Group	Item/project	Cost
5/6	Boosters HA and LA (after school)	£3,400
	Boosters (Easter School)	£7,534
	Boosters for Yr2 & Y5	£3,400
	One to one tuition and small group in maths and English	£14,012
	Higher Level Maths / Writing Project	£13,962
	Homework Club 2x TA 1hr	£17,873
	Small group support in reading writing and maths	£13,962
3/4	Small group support in reading writing and maths	£6,211
	Homework Club 2x TA 1hr	As above
1/2	Writing & Maths Boosters HA and LA Summer Term	£2500
	ELS Intervention	£ 700
	Homework Club 2x TA 1hr	As above
	Small group support	£4,000
EYFS	Targeted support for EYFS pupils in Literacy & Numeracy, Early words, Phonics	£4,600
	Additional TA in EYFS	£8,694
	Early Excellence Outdoor Project	£3,400
Whole school	Peer Mentoring - targeted groups	£1,500
Whole School	Enabling Enterprise	£5,700
Whole School	Enrichment	£5,900
Year 6	Residential - Yr 6 school & trip subsidy	£6,000
Whole School	Reading Comprehension Kit PM Benchmark	£ 800
Whole School	Art Therapist/Play therapist	£ 1,100
Whole school	Yoga Therapist	£12,150
Whole School	Targeted Extended School Places- ASC and breakfast club	£5,000
Whole School	Additional Language Assessment and EP support	£10,500
Whole School	SEN Support Learning Mentor Support	£14,901 £12,025
Whole School	EAL support (+ resources)	£3,045
Whole School	Reading Club	£1,029
Whole School	Family Support Work	£4,523
Whole School	Targeted Parents Meetings	£1,000
Whole School	Crèche provision	£500
Whole School	Curriculum leaders release time to support T&L	£5,500
Total (£192,570)		£196,344

Summary

When the data is unpicked there are many success stories in regards to the Pupil Premium data at St Elizabeth over the past year. This indicates the spending of the Pupil Premium funding has had a positive effect. These success stories are due to the rich curriculum and range of intervention programmes we provided during the Year. One example of a success story being of Case X, a Pupil Premium pupil who made accelerated progress accumulating 7 points progress in Reading, Writing and Maths, which is above the expected amount (expected average 6 points). This lead him to work above the expected level in Reading, Writing and Maths.

Another success story was the outstanding progress in Reading made by the Pupil Premium pupils in Year 3 (Current Year 4) the pupils were exposed to deeper open ended questions and more focused guided reading sessions as well as interventions which helped to expand their vocabulary and inference skills. 33% of the Pupil Premium children in the Year group made above expected progress.

A similar story of outstanding progress can be found when looking at the progress in Maths made by the Pupil Premium pupils in Year 2 (Current Year 3) 38% of the Pupil Premium children in the Year group made above expected progress.

The successful allocation of the previous Pupil Premium funding was referred to in the schools most recent Ofsted report (February 2017):

'Leaders ensure that the additional pupil premium funding has an impact on pupils' learning. The leader responsible for the achievement of disadvantaged pupils has made a real difference to how well these pupils achieve. He has worked with determination with class teachers to ensure that each pupil has whatever it takes to enable them to attend well, engage in their learning, make good progress and feel valued. Pupil progress meetings are well focused and address pupils' individual needs. Disadvantaged pupils make good progress throughout the school in reading, writing and mathematics.'

We are confident in saying that the statement above is still a very accurate description of how additional Pupil Premium funding is spent.

We have worked hard to improve provision over the last few years and continue to do so. Some provisions we have are outlined below.

- Strategic changes to the Leadership Team
- Development of school library to raise profile of reading in the school and support improved attainment in reading
- Data tracking and analysis software (RM Integrus) has continued to be developed and used to systematically and rigorously analyse children's progress to identify where there is a need for further support.
- The breakfast club continues to run successfully. The nature of the breakfast club has changed as more staff have been hired to cater for the increase in numbers and the children are provided with a wider range of activities across three areas of the school, (The community house, KS1 Hall and the KS2 Playground)
- A proactive attendance officer has endeavoured to ensure that attendance figures are improving with a focus on Pupil Premium. Rewards and certificates have been a key instrument in this improvement. This has led in an increase in the overall attendance figures which our now in line with the Local authority.
- There is a deployment of resources to Easter school to support Y6 children in preparing for SATs. As well as this there have been booster classes for Year 6 children in writing, maths and science funded by the Pupil Premium Grant (PPG). This in turn led to outstanding SATS results as highlighted in the tables above.
- Bloomberg as our Business Partners attend the school on a weekly visit to support reading and maths with Y5 children.
- We constantly review our Creative Curriculum to ensure the whole child is considered. Subjects are taught on a cross-curricular basis and the timetable is more fluid.

- The introduction of Enrichment activities includes the pupils choosing to partake in a range of activities to develop their learning and social skills – these activities range from water colour painting, bird watching, cookery, board games, recycling to travel and much more.
- Enabling Enterprise curriculum helps to young people to be resilient, innovative and intellectually curious – all key characteristics of entrepreneurs.
- Some music tuition is funded by the PPG.
- Successful implementation of and the development of the whole school positive behaviour scheme –resulting in an improvement in behaviour across the school both inside and outside of the classroom.
- Increased number of children taking a lead in the school through development of new posts of responsibility – School Parliament, Pupil chaplaincy team, Bike Marshalls, Playground Buddies and more.
- Play Therapists and other therapists, based at school, providing support with social, emotional and behavioural issues to both pupils and parents.
- ICT infrastructure, including iPads and laptops, allowing ICT to be delivered in classes.
- Increased numbers of voluntary readers working in the school in KS1 to support reading has been effective in the development of core reading skills.
- Extensive CPD: Leadership training; writing moderation; core subject forums; continuing the learning journey; data collection; Maths, Science & English days (LA); Phonics; NQT Diocese induction; Engaging with Grammar, Prevent & safeguarding to ensure all staff are well equipped to deliver the best curriculum possible. Standards are high.
- Increased range of sports provision through specialised coaches.

Going forward 2018-19

The interventions that were found to be successful will continue, however, to further increase the impact of them they will continue to take place during lunchtimes/before school in order to facilitate them being carried out by HLTA's and to ensure greater attendance. Previously the interventions took place during curriculum time, however, we felt the children should not be detracted from the first class teaching. The targets used in the interventions are set by subject coordinators in liaison with class teachers to ensure they are achievable and promoting accelerated progress and are in line with the age related expectations of the children.

As a school we will continue to use Integris and the Pupil Premium grids in order to track the progress of Pupil premium children as well as continue to highlight their specific needs in order for them to be catered for.

Bloomberg Partners will continue to support pupils with reading and maths for Y5 children. Not only does this provide the children with the academic support, being part of the Bloomberg programme opens up opportunities to children to attend events such as trips to the theatre, museum and other educational and social events.

Homework Club will continue to run this year. The club will continue to maximise learning time through after school provision and will be led by the higher level teaching assistants (HLTA). The poetry/spoken word workshops led by a Spoken word artist will continue to run this year. As well as working with the children during the school day. The poet will also be running an after school spoken word club which will support the targeted children's writing attainment by exposing them to creative ways of writing and performing poetry.

An internal PE coach has been hired to increase the opportunities that were provided by the external coaches previously to provide all children with new opportunities to take part in lunch time and after school sport activities as well as curriculum based PE and the participation in competitions.