



St Mary's  
Catholic Primary School and Nursery

### PUPIL PREMIUM EXPENDITURE 2016 TO 2017

#### SUMMARY INFORMATION ACADEMIC YEAR 2016/2017

Total number of pupils on roll (excluding Nursery) - 604 (January 2016 Census)      Total number of pupils eligible for Pupil Premium – 101 (January 2016 Census)

Total Pupil Premium Budget    £130,787.00 (September 2016 to August 2017 only)

#### TERMLY OVERVIEW PUPIL PREMIUM KEY STAGE 1

	September 16 Baseline	End Of Autumn 2016	Progress Measure	End of Spring 2017	Progress Measure	End of Summer 2017	Progress Measure
<b>READING</b>							
% Working above/ exceeding ARE	0%	0%	+0.9		+1.7	6.3%	+2.8
% Working at ARE	35.7%	40%		37.5%		31.3%	
% Working below ARE	50%	40%		31.3%		25%	
% Working well below ARE	14.3%	20%		31.3%		37.5%	
<b>WRITING</b>							
% Working above/exceeding ARE	0%	0%	+0.7		+1.3	6.3%	+2.7
% Working at (or above) ARE	35.7%	33.3%		18.8%		18.8%	
% Working below ARE	50%	60%		56.3%		43.8%	
% Working well below ARE	14.3%	6.7%		25%		31.3%	

<b>MATHS</b>							
% Working above/exceeding ARE	0%	0%	+0.6		+1.3		+2.3
% Working at (or above) ARE	15.2%	46.7%		37.5%		37.5%	
% Working below ARE	45.5%	46.7%		50%		31.3%	
% Working well below ARE	39.4%	6.7%		12.5%		31.3%	

### TERMLY OVERVIEW PUPIL PREMIUM KEY STAGE 2

	September 16 Baseline	End Of Autumn 2016	Progress Measure	End of Spring 2017	Progress Measure	End of Summer 2017	Progress Measure
<b>READING</b>							
% Working above/ exceeding ARE	0%	0%	+1.0	4.6%	+2.1	12.1%	+4.4
% Working at ARE	32.8%	31.3%		23.1%		42.4%	
% Working below ARE	41.8%	41.8%		50.8%		36.4%	
% Working well below ARE	25.4%	26.9%		21.5%		9.1%	
<b>WRITING</b>							
% Working above/exceeding ARE	0%	0%	+1.0	4.6%	+2.1	6.1%	+4.0
% Working at (or above) ARE	4.5%	13.4%		10.8%		25.8%	
% Working below ARE	59.7%	52.2%		50.8%		51.5%	
% Working well below ARE	35.8%	34.3%		33.8%		16.7%	
<b>MATHS</b>							
% Working above/exceeding ARE	0%	1.5%	+0.9		+1.9	6.1%	+4.1
% Working at (or above) ARE	15.2%	17.9%		13.8%		36.4%	
% Working below ARE	45.5%	41.8%		44.6%		37.9%	
% Working well below ARE	39.4%	38.8%		41.5%		19.7%	

**WHOLE SCHOOL PUPIL PREMIUM FUNDING IMPACT 2016/2017**

		Baseline			End Point			Progress		
		Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
<b>Year 1 Pupil Premium (7)</b>	above	0%	0%	0%	0%	0%	0%	+2.8	+2.5	+2.6
	ARE	28.6%	28.6%	57.1%	42.9%	28.6%	42.9%			
	below	71.4%	71.4%	42.9%	42.9%	57.1%	42.9%			
	W below	0%	0%	0%	0%	14.3%	14.3%			
<b>Year 1 Non Pupil Premium(73)</b>	above	7%	2.8%	2.8%	7.1%	7.4%	4.3%	+2.7	+2.8	+2.8
	ARE	66.2%	66.2%	78.9%	51.4%	52.9%	61.4%			
	below	26.8%	31%	15.5%	37.1%	36.8%	31.4%			
	W below	0%	0%	2.8%	4.3%	2.9%	2.9%			
<b>Year 2 Pupil Premium (8)</b>	above	0%	0%	0%	12.5%	12.5%	0%	+3.2	+3.1	+2.4
	ARE	37.5%	37.5%	37.5%	25%	12.5%	37.5%			
	below	25%	25%	37.5%	25%	37.5%	25%			
	W below	37.5%	37.5%	25%	37.5%	37.5%	37.5%			
<b>Year 2 Non Pupil Premium (82)</b>	above	1.2%	0%	0%	10%	16.3%	13.8%	+3.4	+3.6	+3.4
	ARE	47.6%	35.4%	43.9%	52.5%	37.5%	48.8%			
	below	39%	53.7%	50%	21.3%	28.8%	22.5%			
	W below	12.2%	11%	6.1%	16.3%	17.5%	15%			
		Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
<b>Year 3 Pupil Premium (14)</b>	above	0%	0%	0%	0%	0%	0%	+3.3	+2.8	+3.6
	ARE	50%	0%	28.6%	38.5%	0%	46.2%			
	below	21.4%	64%	42.9%	53.8%	76.9%	46.2%			
	W below	28.6%	35.7%	28.6%	7.7%	23.1%	7.7%			
<b>Year 3 Non Pupil Premium (64)</b>	above	0%	0%	0%	6.3%	0%	9.5%	+3.6	+3.3	+3.6
	ARE	51.6%	20.6%	62.5%	49.2%	20.6%	44.4%			
	below	34.4%	65.1%	23.4%	39.7%	68.3%	41.3%			
	W below	14.1%	14.3%	14.1%	4.8%	11.1%	4.8%			



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		Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Year 4 Pupil Premium (13)	above	0%	0%	0%	30.8%	0%	15.4%	+3.9	+3.2	+3.8
	ARE	46.2%	7.7%	15.4%	23.1%	30.8%	23.1%			
	below	38.5%	61.5%	69.2%	30.8%	46.2%	46.2%			
	W below	15.4%	30.8%	15.4%	15.4%	23.1%	15.4%			
Year 4 Non Pupil Premium (80)	above	0%	0%	0%	15.4%	1.3%	10.3%	+3.9	+3.4	+3.8
	ARE	24.4%	6.4%	16.7%	24.4%	13.9%	29.5%			
	below	60.5%	69.2%	60.3%	47.4%	60.8%	41%			
	W below	14.1%	24.4%	23.1%	12.8%	24.1%	19.2%			
		Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Year 5 Pupil Premium (20)	above	0%	0%	0%	5.6%	0%	11.1%	+4.4	+4.0	+4.2
	ARE	25%	0%	20%	44.4%	27.8%	27.8%			
	below	45%	55%	30%	38.9%	55.6%	33.3%			
	W below	30%	45%	50%	11.1%	16.7%	27.8%			
Year 5 Non Pupil Premium (73)	above	0%	0%	0%	16.4%	1.4%	28.8%	+4.3	+3.7	+4.6
	ARE	32.9%	15.3%	31.4%	47.9%	38.4%	39.7%			
	below	45.7%	59.7%	45.7%	26%	42.5%	21.9%			
	W below	21.4%	25%	22.9%	9.7%	17.8%	9.6%			
		Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Year 6 Pupil Premium (21)	above	0%	0%	0%	14.3%	19%	4.8%	+5.2	+5.2	+4.8
	ARE	23.8%	14.3%	9.5%	52.4%	42.9%	38.1%			
	below	47.6%	52.4%	38.1%	28.6%	28.6%	33.3%			
	W below	28.6%	33.3%	52.4%	4.8%	9.5%	23.8%			
Year Non Pupil Premium (63)	above	0%	0%	0%	14.8%	14.8%	16.4%	+4.5	+4.9	+4.3
	ARE	31.7%	14.8%	24.6%	59%	50.8%	54.1%			
	below	51.7%	59%	54.1%	21.3%	23%	14.8%			
	W below	16.7%	26.2%	21.3%	4.9%	11.5%	14.8%			

ATTENDANCE DATA 4.9.16 – 29.7.17			
	Baseline	End Point	Difference
Pupil Premium Pupils Attendance		95.3%	0.24%
Non Pupil Premium Pupils Attendance		95.27%	
Pupil Premium Pupils Punctuality		0.91%	0.26%
Non Pupil Premium Pupils Punctuality		0.65%	
INTERVENTION AND EXPENDITURE			
INTERVENTION CODE	ASPECT		EXPENDITURE
1 (B/D/A)	<b>Intervention with a Teacher</b> Intensive tuition with a teacher, either on an individual basis or in small groups, is used to support lower attaining pupils to ensure effective progress or to teach challenging topics or skills. Smaller groups provide sustained engagement from the pupils, work is more closely matched with learners needs and the teacher is able to provide more effective feedback.		£44,299.21
2 (B/D/A) 3 (B/D/A) 4 (B/D/A)	<b>Intervention with a Teaching Assistant</b> By supporting pupils in class and in small groups from fully trained teaching assistants and under the direction of the teacher, identified gaps in a pupil's learning can be addressed to ensure that progress and attainment will continue to be made. By using this approach, self-confidence, motivation and participation is increased to ensure a 'well rounded' education is received.		£36,038.93
5 (B/D/A)	<b>Intervention with the Learning Mentor</b> By providing support and guidance to eligible pupils who experience social, emotional and behavioural issues, the barriers to learning are removed; effective participation, the enhancement of individual learning and aspirations are raised in order for pupils to reach their full potential.		£27,576.00
6	<b>Reading Recovery Programme</b> By providing support for eligible pupils aged five or six years to help them learn to read and write, St Mary's promotes self-extending learning, enabling pupils to continue to make progress throughout their school life. At the end of the series of lessons, pupils should have caught up and be able to read at the expected level for their age.		£13,560.00
7 8	<b>Speech and Language Therapy</b> To improve spoken language and verbal interaction for pupils in the classroom. Comprehension and reading skills benefit from explicit discussion of either the content or processes of learning or both. The use of structured questioning develops reading comprehension. Pupils benefit from being able to articulate ideas and express their views; this also promotes discussion and interaction in groups.		£1,446.49

<b>9</b>	<b>Individual Music Tuition</b> To nurture specialist skill development and expression through a specific learning activity e.g. music. Not only does this improve self-esteem but it develops skills and knowledge associated with playing an instrument and learning to read music.	£328.05
<b>10</b>	<b>Trips/ Visits/ Sport /Enrichment Activities</b> To financially support opportunities which enrich and develop both the social and emotional aspects of learning as well as providing the opportunity for access and inclusion.	£2,306.00
<b>11</b> <b>12</b>	<b>Year 6 Booster sessions and Homework Clubs</b> To extend the length of the school day to provide additional time to target learning.	Nil
<b>13</b>	<b>Peer Mentoring</b> Peer mentoring offers opportunities for pupils to work together either in pairs or a group small enough for everyone to participate. It is used to encourage pupils to talk and articulate collaboratively to achieve more. Pupils find that working together is effective and efficient and non-threatening.	Nil
<b>14</b>	<b>SATs and Homework Books</b> The SATs and homework books ensure that no child is disadvantaged in their learning by not being provided with additional learning materials. This ensures equality of access and opportunity.	£563.00
<b>15</b>	<b>1:1 Counselling Sessions</b> Working with a trained professional offers our Pupil Premium pupils the opportunity to share any concerns and work through any issues or difficulties either at home or at school. The sessions provide a safe environment and engage openness whilst developing resilience and self-worth.	£4,528.55
<b>16</b>	<b>Primary Respect</b> To raise the aspiration, motivation and self-esteem of Pupil Premium pupils and to provide opportunities which support pupils' health, safety and well-being.	£1,026.00
<b>2016/2017 Expenditure</b>		<b>£131,672.23</b>