

Pupil Premium

The Pupil Premium was introduced in April 2011. In 2013–14 schools were allocated a total of £1.875 billion funding for children from low-income families who were eligible for free school meals, looked after children and those from families with parents in the Armed Forces.

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

For the tax year Easter to Easter 2013/14, St. Edmund’s Catholic Primary School received £58,500 in pupil premium funding. This was spent as follows:-

Intervention / Equipment purchased	Reason	Targeted Pupils	Cost	Impact
Deployment of a Teaching assistant as 'Make Maths Meaningful' teacher for 5 afternoons a week.	Underperformance of children in Year 1 and Year 2 maths, in danger of not achieving Level 2 Maths in KS1 assessment 2014. Prediction of 70% achieving L2C+	12 children across Years 1 and 2 targetted for Making Maths Meaningful intervention	Staffing costs:- TA to teach 'Make Maths Meaningful' 5 afternoons	Children made up to 21 months progress during the 12 weeks they received intervention. FSM children averaged 4 pts progress over the year.
Reading Recovery teacher employed 5 mornings per week	Need for Reading support in Years 1 and 2.	Individual pupils in danger of falling further behind. This includes 1:1 support for GRT child in year 1.	TA to work in Yrs 1 and 2 for 2 hours each morning	Reading levels gap closed for targeted children. Confidence and enjoyment increased.

Experienced Teaching assistant released from class to work individually and in small groups with children from Year 1 to Year 6	Support to reduce barriers to learning for individual children with identified learning gap.	Children in Yrs 1–6 identified by class teachers as needing specific or social support. Vast majority of these children are in receipt of FSM.	TA to work individually or with small groups 5 afternoons each week.	Continually assessed. Accelerated progress in Reading, Writing and Maths. Anecdotal feedback suggests it is a powerful improvement tool for social and communication skills.
Additional hours for Teaching Assistant to work with 3 GRT children.	Support with reading, maths and homework. Pupils unable to access support outside of school for homework and home reading.	Three children, 2 in KS1 and 1 in KS2. All FSM.	TA to work for 2 hours after school each week.	2 made between satisfactory and excellent progress although 1 made little progress academically. Anecdotal evidence suggests confidence and social skills increased substantially.
Continue to employ Learning Mentor and increase role.	Certain children not engaging with curriculum due to self-esteem, family / personal circumstance or attendance issues.	Identified families or children in need of support. Vast majority of these children are in receipt of FSM.	Learning Mentor to work with identified children and families. Total:- £58,175	Individual records and mentor files show evidence of removal of barriers to learning
Commitment of funding to subsidise cost of school trips and Residential.	Inability of many families to afford full costs of educational visits which enhance curriculum	Costs subsidised for all. Certain FSM families targetted for particular support	£2000	Reduced costs mean more trips and activities are planned to enhance curriculum
Improve ICT hardware in school to provide wider opportunities for all, and homework facility for those with no internet access at home	Changing curricular needs require netbooks in classes. Many children do not have access to a computer at home, particularly not with reliable internet connection	Survey to identify pupils without home internet access revealed disproportionately high FSM families. All children benefit but FSM benefit more	15 netbooks charging trolley £3345	Better incorporation of ICT into cross curricular work. Difficult to determine specific impact on progress in the short term, but has clearly enhanced the delivery of the curriculum and given children (esp FSM) wider opportunities.

This comes to a total of £63,520. The additional funding was met from school budget.

For the tax year Easter to Easter 2014/15, St. Edmund's Catholic Primary School received £81,200 in pupil premium funding. This will be spent as follows:-

Intervention / Equipment purchased	Reason	Targeted Pupils	Cost	Impact
Continued release of a Teaching assistant as 'Make Maths Meaningful' teacher for 5 afternoons a week.	Underperformance of children in Year 1 and Year 2 maths, in danger of not achieving Level 2 Maths in KS1 assessment 2014. Prediction of 70% achieving L2C+	12 children across Years 1 and 2 targeted for Making Maths Meaningful intervention	Staffing costs:- TA to teach 'Make Maths Meaningful' 5 afternoons	2015 KS1 results show 94% of children achieved level 2+ with 59% achieving a level 2b+. 67% of children eligible for Pupil Premium achieved 2b+ compared to 50% of non-eligible children.
TA employed to work in Years 1 and 2 full time.	Need for extra support in Years 1 and 2 particularly with phonics.	Individual and groups of pupils pupils in danger of falling further behind. This includes 1:1 support for GRT child in year 2.	TA to work in Yrs 1 and 2 full time	2015 KS1 results show 82% of children achieved level 2+ in reading and 77% in writing. 78% of children eligible for pupil premium achieved a level 2+ in writing.
TA employed to work with child in Year 3	Behaviour issues to be reduced to aid full integration to school life including after school activities.	CLA child in Year 3	TA to work in Year 3 full time	Behaviour records show a reduction in the number of incidents. Child fully integrated into extended life of school and attending after school activities.
Lunchtime Welfare Assistant to work with KS1	Medical needs and social needs of identified children in KS1 require extra support.	Identified children in KS1 including PP children with medical needs	LWA to work at lunchtimes every day	Lunchtime incidents requiring first aid reduced. Playtimes safer and more fun for all children.

Experienced Teaching assistant released from class to work individually and in small groups with children from Year 1 to Year 6	Support to reduce barriers to learning for individual children with identified learning gap.	Children in Yrs 1–6 identified by class teachers as needing specific or social support. Vast majority of these children are in receipt of FSM.	TA to work individually or with small groups 5 afternoons each week.	Progress for identified children increased. 100% of children in Year 6 made at least expected progress from KS1 in Reading and writing and 94% made expected progress in Maths. 41%, 59% and 47% made more than expected progress in Reading, Writing and Maths respectively.
Additional hours for Teaching Assistant to work with 3 GRT children.	Support with reading, maths and homework. Pupils unable to access support outside of school for homework and home reading.	Three children, 2 in KS1 and 1 in KS2. All FSM.	TA to work for 2 hours after school each week.	GRT student made 4 levels progress in reading and writing and achieved a level 5 in SPaG.
Continue to employ Learning Mentor in increased pastoral role.	Certain children not engaging with curriculum due to self-esteem, family / personal circumstance or attendance issues.	Identified families or children in need of support. Vast majority of these children are in receipt of FSM.	Learning Mentor to work with identified children and families. Total:- £74,704	Increased number of families supported by Learning Mentor. Overall school attendance over 96% for the year.
Commitment of funding to subsidise cost of school trips and Residential.	New Curriculum includes visits and visitors to inspire children’s learning. Inability of many families to afford full costs of educational visits which enhance curriculum.	Costs subsidised for all. Certain FSM families targeted for particular support	£4000	All classes have enriched their curriculum with visits and visitors. Evidence from questionnaires show children’s enjoyment on new curriculum is high.
Improve ICT hardware in school to provide wider opportunities for all, and homework facility for those with no internet access at home	Changing curricular needs enhanced by use of iPads in class. Many children do not have access to a computer at home, particularly not with reliable internet connection	High number of FSM families/children identified as having no access at home to ICT devices other than for gaming. All children benefit but FSM benefit more	8 staff iPads 12 children’s iPads + digital resources £6,200 New digital projectors £2,068	iPads used to enrich curriculum. Lessons are made more interesting and inclusive when using iPad Apps or IWB. Evidence of questionnaires show enjoyment of lessons is high.

This comes to a total of £86,972. The additional funding will be met from school budget.

For the tax year Easter to Easter 2015/16, St. Edmund's Catholic Primary School received £79,340 in pupil premium funding. This will be spent as follows:-

Intervention / Equipment purchased	Reason	Targeted Pupils	Cost	Impact
Continued release of a Teaching assistant as 'Make Maths Meaningful' teacher for 5 afternoons a week.	Underperformance of children in maths, in danger of not making expected progress or not achieving expected standards.	Children throughout the school targeted for Making Maths Meaningful intervention	Staffing costs:- TA to teach 'Make Maths Meaningful' 5 afternoons	2016 KS1 results show 62% of children achieved the expected standard in Maths 60% of children eligible for Pupil Premium achieved the expected standard in Reading, Writing and Maths combined. KS2 results in 2016 show that 76% of children achieved the National Expectations with 18% at the higher standard. Pupils in KS2 eligible for Pupil Premium made average progress in Maths.
Continue to employ experienced TA to work in Years 1 and 2 full time.	Need for extra support in Years 1 and 2 particularly with phonics.	Individual and groups of pupils pupils in danger of falling further behind. This includes 1:1 support for children struggling to make progress.	TA to work in Yrs 1 and 2 full time	61% of children in year 1 reached the required standard in phonics compared to 58% in 2015. 40% of pupils eligible for pupil premium reached the required standard.
TA employed to work with child in Year 4	Behaviour issues to be reduced to aid full integration to school life including after school activities.	CLA child in Year 4	TA to work in Year 4 full time	Child in Year 4 able to access more of the curriculum more often. Behaviour records show much less of a concern and child's behaviour is now having less effect on his learning.

<p>Lunchtime Welfare Assistant to work with KS1</p>	<p>Medical needs and social needs of identified children in KS1 require extra support.</p>	<p>Identified children in KS1 including PP children with medical needs</p>	<p>LWA to work at lunchtimes every day</p>	<p>Child in KS1 kept safe and have medical needs met. Social needs of group of children eligible for Pupil Premium met.</p>
<p>Four experienced Teaching Assistants released from class to work individually and in small groups with children from EYFS to Year 6</p>	<p>Support to reduce barriers to learning for individual children with identified learning gap.</p>	<p>Children in Yrs EYFS–6 identified by class teachers as needing specific curriculum support. Vast majority of these children are in receipt of FSM.</p>	<p>TAs to work individually or with small groups 4 afternoons each week.</p>	<p>Attainment in KS1 continued to rise in 2016. Given their starting points at the end of Reception, when 25% of the children were assessed as having a 'good level of development' the children showed very strong progress through the key stage. Attainment of those eligible for support from the pupil premium grant was broadly in line with that of their peers and they made good progress given their attainment at the end of the Early Years Foundation Stage. 76.5% attained at the least the expected standard in all of reading, writing and mathematics. This is significantly above the national average of 53%. This compares favourably with the national figures and is judged as being 'sufficient progress' according to new government guidelines. Progress measures across key stage two were above the national figures in reading and mathematics and in line in writing. Attainment of those eligible for support from the pupil premium grant was broadly in line with that of their peers and they made good progress given their attainment at the end Key Stage 1.</p>

Additional hours for Teaching Assistant to work with 3 GRT children.	Support with reading, maths and homework. Pupils unable to access support outside of school for homework and home reading.	Three children in KS2. All FSM.	TA to work for 2 hours after school each week.	One GRT student made accelerated progress in reading and maths and is closing his learning gap. One GRT student was making good progress but left the school for an extended period of travelling.
Employ Mindfulness coach to work with vulnerable children.	Support with social interactions and resilience. Pupils academic progress is slow due to external factors that inhibit learning.	Identified vulnerable children throughout the school individually or in small groups.	Mindfulness coach each week.	Children identified by school as 'vulnerable' worked with mindfulness coach and increased levels of resilience and self confidence. Children in Year 6 identified all reached required standard in KS2 tests.
Continue to employ Learning Mentor in increased pastoral role.	Certain children not engaging with curriculum due to self-esteem, family / personal circumstance or attendance issues.	Identified families or children in need of support. Vast majority of these children are in receipt of FSM.	Learning Mentor to work with identified children and families. Total:- £79,250	Increased number of families supported by Learning Mentor. Overall school attendance over 97% for the year.
Commitment of funding to subsidise cost of school trips and Residential.	School Curriculum includes visits and visitors to inspire children's learning. Inability of many families to afford full costs of educational visits which enhance curriculum.	Costs subsidised for all. Certain FSM families targeted for particular support with Residential OAA trip.	£4500	All classes have enriched their curriculum with visits and visitors. Evidence from questionnaires show children's enjoyment on new curriculum is high.
Improve ICT hardware in school to provide wider opportunities for all, and homework facility for those with no internet access at home	Changing curricular needs enhanced by use of iPads in class. Many children do not have access to a computer at home, particularly not with reliable internet connection	High number of FSM families/children identified as having no access at home to ICT devices other than for gaming. All children benefit but FSM benefit more	10 new children's iPads + digital resources £3,500	Skills in ICT increased with use of technology and new computing curriculum. All children able to access whole curriculum and able to rehearse skills covered. Children without access to iPads and tablets at home able to experience use of these devices to avoid feeling 'left out'.

This comes to a total of £87,250. The additional funding will be met from school budget.

For the tax year Easter to Easter 2016/17, St. Edmund's Catholic Primary School received £62,640 in pupil premium funding. This will be spent as follows:-

Intervention / Equipment purchased	Reason	Targeted Pupils	Cost	Impact
Continued release of a Teaching assistant as 'Make Maths Meaningful' teacher for 5 afternoons a week.	Underperformance of children in maths, in danger of not making expected progress or not achieving expected standards.	Children throughout the school targeted for Making Maths Meaningful intervention	Staffing costs:- TA to teach 'Make Maths Meaningful' 5 afternoons	
Continued release of a Teaching assistant as 'Speech and Language Champion teacher for 4 afternoons a week.	Need for extra support for children struggling to make progress due to speech and language issues. Particular focus on EYFS and Years 1 and 2 particularly with phonics.	Individual and groups of pupils pupils in danger of falling further behind. This includes 1:1 support for children struggling to make progress.	TA to work throughout the school 4 afternoons each week	
Continue to employ experienced extra TA to work in Early Years.	Many of the children in Foundation Stage require extra support and individual attention to make required progress.	Particular intervention with 4 children with EAL. 2 children with identified ASD and 4 with delayed speech and language.	TA to work in EYFS full time	
TA employed to work with child in Year 5	Behaviour issues to be reduced to aid full integration to school life including after school activities.	CLA child in Year 5	LWA to work at lunchtimes every day	

Lunchtime Welfare Assistant to work with KS1	Medical needs and social needs of identified children in KS1 require extra support.	Identified children in KS1 including PP children with medical needs		
Two experienced Teaching Assistants released from class to work individually and in small groups with children from EYFS to Year 6	Support to reduce barriers to learning for individual children with identified learning gap.	Children in Yrs EYFS–6 identified by class teachers as needing specific curriculum support. Vast majority of these children are in receipt of FSM.	TAs to work individually or with small groups 4 afternoons each week.	
Additional hours for Teaching Assistant to work with 2 GRT children.	Support with reading, maths and homework. Pupils unable to access support outside of school for homework and home reading.	Two children in KS2. All FSM.	TA to work for 2 hours after school each week.	
Employ Resilience project worker to work with vulnerable children in Year 4/5.	Support with social interactions and resilience. Pupils' academic progress is slow due to external factors that inhibit learning.	Identified vulnerable children in year 4/5 in small groups.	Resilience coach each week.	
Continue to employ Learning Mentor in increased pastoral role.	Certain children not engaging with curriculum due to self-esteem, family / personal circumstance or attendance issues.	Identified families or children in need of support. Vast majority of these children are in receipt of FSM.	Learning Mentor to work with identified children and families. Total:- £73,750	
Commitment of funding to subsidise cost of school trips and Residential.	School Curriculum includes visits and visitors to inspire children's learning. Inability of many families to afford full costs of educational visits which enhance curriculum.	Costs subsidised for all. Certain FSM families targeted for particular support with Residential OAA trip.	£4500	

This comes to a total of £78,250. The additional funding will be met from school budget.