

Context of school for Pupil Premium 2013-2014

St Mary Queen of Martyrs Voluntary Catholic Academy is a one and a half form entry primary school situated on the Bransholme Estate in Hull. The school has a mixture of diverse economic backgrounds and is situated in an area of high deprivation.

As a Catholic Academy, we have every child's needs at the centre of what we do. We aim high and set ambitious and challenging targets for both staff and our children. 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, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

Because of rigorous assessment and dedication of all our staff we were recognised by David Laws MP (Minister for State Education) for our achievements with our Pupil Premium children. As a school, we were rated within the top 250 school nationally for accelerated progress for attainment of our disadvantaged children from KS1 to the end of KS2.

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.

Key Facts

- Our school motto 'Be the best you can be - Jesus always loves you' is the basis of all our expectations.
- We are within the top 250 schools nationally for raising attainment of our disadvantaged pupils 2012/13
- We are engaged in and committed to partnership working with a wide range of organisations which strongly enhances our provision (a collaboration of Catholic schools within the CMAT, the family of Catholic schools and the Bransholme partnership).
- The conversion to a Multi Academy Trust will enable us to work closely with our family of Catholic schools, improving teaching and learning provision, staff training and procurement of resources.

"Pupils achieve well during their time in school. A view rightly held by the overwhelming majority of parents and carers. Pupils benefit from consistency in the quality of teaching through the school."

"A good start is made in the Reception classes. On entry, children have skills below those expected for their ages particularly in communication, language and literacy, and personal, social and emotional development. They make good progress so that by the time they start Year 1 the gap is narrowed. Progress accelerates strongly through Years 3 to 6 and attainment at the end of Key Stage 2 is above average." Ofsted 2012

Recent Initiatives / Improvements

- We aim high and are working towards being an 'Outstanding School'.
- Performance in KS1 has significantly improved bringing the school broadly in line with National Averages
- Increased performance of disadvantaged pupils
- There is an improving trend of attainment across the school.
- Consistently high phonic screening score
- Additional Level 4 teaching assistant used to support intervention
- Additional teachers in Phase 2 and 3 to create 4 sets/classes
- Rigorous teacher led intervention programme introduced from EYFS through to KS2
- Introduction of O track an online assessment tool to track all groups of children
- Comprehensive CPD package introduced for all staff
- Revision to the behaviour policy ensuring all behaviour is good or better (report card system, play equipment sourced to improve playtimes)
- Introduction of Numicon for lower ability sets
- Introduction of Read Write Inc. (RWI) into KS1
- RWI recovery programme for lower sets KS2
- Reading recovery programme (Lexia) to support lower attainers in reading
- Free breakfast club for FSM/late pupils.

- Targeted intervention for persistent late pupils and those who have a higher rate of absence.
- iPads used to support Lexia
- New intervention area created to provide much needed space for intervention
- Library area and Hull Library service
- Parent information evenings to inform parents of how to help their child
- Year 6 booster for all children, used to 'plug the gaps'
- Year 6 one to one tuition, small groups of 4 children given extra support to attain level 4+
- Level 6 Maths intervention
- Improved sports provision coach mentoring for staff and extracurricular clubs
- Change to management structure to include 2 Assistant Heads to support the Headteacher and an extra SLT member for SEN provision.
- RWI Get Spelling to improve the spelling across the school to support with the new GPS KS2 test.

Objectives of Pupil Premium Spending

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations and as they move through the school.

We have identified some key principles which we believe will maximise the impact of our pupil premium spending.

Key Principles

Building a supportive culture

As a school we will:

- Always believe in every child
- Expect the same of every child no matter what their background
- Find a solution to learning barriers
- Develop a safe, caring and positive working ethos

Data Analysis

We will ensure that:

- All staff are responsible for their data
- Ensure staff are able to interpret data and set targets and plan intervention
- Gaps are identified and dealt with swiftly
- Rigorous performance management targets help drive achievement
- Pupil progress meetings are held at the end of each term to monitor progress
- All staff are aware of pupil premium children (including TAs)
- All pupil premium children benefit from spending, not just low attainers

Improving day to day teaching

We will continue to ensure that all teaching remains good/outstanding and where teaching is weak, support is put in place. We aim to maintain our high standards by:

- Setting high expectations
- Introduce peer mentoring / observations/coaching
- Ensure policies old and new are routinely evaluated via book scrutiny, observations and Headteacher drop ins
- Share good practice using a robust CPD programme for teachers and TAs

- Work collaboratively within the CMAT and Bransholme Partnership for moderation and levelling

Adapting the timetable to increase quality learning time

As a school we decided to change the timetable to include an extra core subject in the morning to maximise learning. We also put a greater emphasis on attending school on time in the morning as Maths was the first lesson.

- Placing Assembly in the afternoon to lengthen the morning to gain better quality learning time when children are more alert.
- Intervention programme running through the day but teacher led intervention during assembly time.
- Make Guided Reading a separate subject taught in its own allotted timetable slot.

Individual support packages

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using Phase Leaders to provide high quality interventions across their phases
- Tailoring interventions to the needs of the child (e.g. targeted maths revision sessions in the afternoons for children who struggle in the main lesson)
- Review progress and personal provision on a regular half termly basis
- Phase leaders to regularly feedback in SLT and analysis of impact.

Funding priorities

Our aim this year is to ensure that we continue on our journey towards outstanding, supporting teachers to ensure their teaching is always good and they gain knowledge on how to become outstanding. We want to raise standards in early reading among the lower attaining by having early morning intervention before school starts. To improve the standards in spelling using the RWI Get Spelling and embed Pie Corbett, Talk for Writing to enthuse children to become confident independent writers.

We aim to maintain and improve the attainment of all vulnerable groups and ensure that the percentage of pupils working at age related expectations increases within each year group.

Number of Pupils and pupil premium grant (PPG)received

Total Number of pupils on roll	306
Total number of pupils eligible for PPG	84
Amount of PPG received per pupil	£900
Amount of PPG received	£75,600
Service Child – pupils eligible	4
Service Child - Total PPG received	£1200
Total Amount of PPG received	£76,800
Total PPG Expenditure by school	£84,964 (Overspend £8,164)

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Year group	Item / project	Cost	Objective	Outcome
Year 6	Booster Classes for HA and LA. 7 week programme	£8679.26	LA-To narrow the gap between current level and national HA- to ensure rapid progress made in line with NA	98% L4 Reading, Maths. Increased % at 4b+, higher % at level 6 Maths. PP chn made good progress reading and outstanding progress in Maths and writing
Year 6	Breakfast Club booster class SATs week (4 days)	£214.25	To revise basic skills in preparation for SATs and ensure late/poor attenders arrive on time.	Large up take enabled chn to be on time (this also encouraged late/poor attenders.) Used time to revise before each session which the children felt helped them keep calm and consolidate.
Year 6	Addition Maths provided by St Mary's College	£525.00	To help MA level 6 children achieve above NA	Doubled our level 6 from 2chn in 2013 to 4chn in 2014.
Year 6	France residential trip	£4830	To provide the children with a wider cultural experience.	Chn were exposed to a variety of cultural experiences such as French speaker at a snail farm and chocolate factory. Excellent response from children and parents. This trip helped build social skills and more self-confidence and independence.
Year 6	1-1 tuition	£1364.94	To close the gap between current level and National.	Data shows that this group of children have made good progress overall. Reading: 15.3 APS Writing: 14.6 APS Maths:
Year 5	Booster classes for 5 weeks	£3885	To help close the gap between current level and National in preparation for year 6.	Data shows that the gap is narrowing, children are largely in line with National. In writing 77% were on track and making good progress. In Reading 82% were making on track and making good progress and in Maths 69% were on track and making good

				progress.
Year 5	London Trip	£396	To provide a wider cultural experience	Parent and children's feedback has been excellent, the children gained an experience that they would not normally have had outside of the school context. This added to their musical experiences as well as their social experience.
Years 5/6	Additional Class/set	£19563.39	To provide additional support / quality first teaching to reduce class sizes in preparation for SATs.	Data shows that 4 th sets have made good progress in writing and outstanding progress in reading and Maths. Overall the Pupil Premium children 'good' progress in writing and reading and outstanding progress in Maths as a result of smaller classes.
Years 5/6	Intervention groups for both Literacy and Maths	£871.20	To close the gap between current and national using TA intervention.	Intervention groups have narrowed the gap – data shows that this group have made good-outstanding progress.
Years 3/4	Additional Class/set	£10211.14	To provide additional support / quality first teaching to reduce class sizes and ensure HA continue to improve.	On track and made good progress (%) yr 3 Reading: 92% Writing: 92% Maths: 100% Yr4 Reading: 41% Writing: 67% Maths: 58%
Years 3/4	Intervention groups	£2800.29	To close the gap between current and national using TA intervention.	Gap between Pupil Premium and peers is slowly narrowing.
Years 3/4	Intervention (CF)	£1179.75	To close the gap between current and national using TA intervention.	Gap between Pupil Premium and peers is slowly narrowing.
Years 1/2	Intervention (AW)	£1402.26	To close the gap between current and national using TA intervention.	Data shows good progress across the lower sets especially the intervention set 4
Years 1/2	Teacher intervention 0.5 days per week	£1210	To ensure that the higher attainers achieve level 3 in Maths and Literacy.	Data shows outstanding progress is being made by the higher attainers in year 2 (level 3) Reading: 17% Writing: 17%

				Maths : 33%
Foundation	Specialist Laptops x 8	£1120		
Whole School	Item / project	Cost	Objective	Outcome
Lexia	Lexia including resources/training /staffing/lpads	£4080	To ensure the more vulnerable get quality intervention with early reading skills	Successful uptake during breakfast club. Lexia being used as intervention and also during Guided Reading. Progress has been rapid through the Lexia programme's own levels but it is still currently too early to tell what overall impact this has had on achievement. Lexia children will be placed into a group on O track to track progress throughout the next academic year.
Whole School	Level 4 Teaching Assistant support within each phase during core subjects 3 hrs per day	£9398.79	To provide extra support cover supervision and personalised intervention.	Level 4 TA was used so that focused groups were supported within the core lessons. Also used for focused interventions and allowed flexibility within phases to have smaller groups during Maths and Literacy.
Otrack	Monitoring software	£850	To closely monitor the impact of PP spending.	This has been used effectively to report to parents and governor as well as focused assessment for teachers to enable them to narrow the gaps.
Team Leaders	Data Analysis time	£1246.11	To ensure time is provided for assessment co-ordinator to analysis data.	Release time has enabled effective data analysis allowing information to be disseminated to staff, pupil parents and governors.
Library	Introduction of Library	£2739	To provide children with wider variety of books to encourage reading at home.	Children had allocated access to extra books on a 2 weekly basis, it encouraged a wider reading and an enthusiasm for reading.
Additional SEN	TJ TLR and 1 day per week JR	£2913.12	To provide release time to support with SEN/PP	Provided CPD opportunities for all staff. Time spent on IEPs for those children who were both SEN and PP. Termly reviews held with teacher

				and TA to discuss progress and put in place new actions.
Parent meetings	2 per phase, ½ day planning	£244	To engage with parents and help inform the process of how to help their child at home.	Successful parent meetings held, where parents were informed how to help their children at home. How we teach 'the basics' and strategies that can be used at home to help improve attainment.
Literacy development	Extending resources	£2240	To provide extra resources for the new timetable for Guided Reading.	New guided reading books sourced to give a greater variety of reading choice for all abilities and ages. This also included writing materials such as Pie Corbett books to help pupils with writing skills and the introduction of Get Spelling to minimise the gap between Spelling and Grammar at the end of KS2.

Impact of Pupil Premium Spending 2013-14

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium