



## **Sacred Heart RC Primary School, Battersea Pupil Premium Funding – Expenditure Report Academic year 2016- 2017**

### **Pupil Premium Overview**

Sacred Heart Primary School, Battersea is a faith school and we work hard to ensure that our beliefs and values permeate every aspect of our work with children, parents and carers, and the wider church and local communities that we serve.

Many of our pupils live in rented, private and Council accommodation in the local area and some live in overcrowded flats and houses. We have a growing number of families experiencing mental health issues, domestic violence and bereavement. 35% of pupils (Raise 2016) are entitled to free school meals and the school is in the highest deprivation indicator bracket (Raise 2016).

We currently have 141 pupils in receipt of Pupil Premium funding. Every school receives this additional funding for children who are entitled to free school meals (or have been at some point during the last 6 years), who have been 'Looked After' for 6 months or more, or for children from families in the armed forces. This funding is provided to help schools raise the attainment of disadvantaged pupils of all abilities and to *close the gaps* between them and their peers.

### **Our Mission Statement**

As part of the Federation of St Mary's and Sacred Heart, our Mission Statement (which was developed in conjunction with the parish, parent governors and governors) links to the Gospel. When developing it, we considered how it relates to life experience and what might resonate with *all of our children and their families*. The Gospel story that we felt best represented our school and our aims was the parable of 'The Mustard Seed and Yeast' (Matthew 13.31)

*"A man took a grain of mustard seed, and sowed it in his field. Indeed, the seed is smaller than all seeds but when it is grown, it is greater than the herbs, and becomes a tree, so that the birds of the air come and lodge in its branches."*

We feel that at the heart of this parable is the notion of 'growth', that wonderful things can come from the smallest or humblest of beginnings and that each and every one of our children have God given talents that require nurturing and celebrating. In turn, these gifts from God can inspire and motivate others to succeed and to reach their full potential.

This mission statement helps to guide us in all we do and ensures that *all our children*, regardless of their home life or their family's financial situation, have the

same access to the curriculum and resources, and are offered the same opportunities to enhance and deepen their learning.

### **Attendance of Pupil Premium Pupils**

Sacred Heart pupils are very happy to come to school each day (in 2016/17 pupil attendance was 97.6%). In most recent School Level Absence reports (ASP 2017), there was only a 1% difference in absences between disadvantaged pupils (those in receipt of Pupil Premium funding) and their peers (3% compared to 2%). Absences (including persistent absences) for disadvantaged pupils at Sacred Heart was also below the national average (3% compared to 5% respectively for sessions missed due to absence; 7% compared to 15% for persistent absentees)

<b>Number of Pupils and pupil premium funding received</b>	
Total number of pupils on roll	475 (incl N)
Total number of pupils eligible for Pupil Premium Funding	140 (R-Y6)
<b>Total amount of pupil premium</b>	<b>£191938</b>

<b>Pupil Premium Funded</b>		<b>Barriers addressed/impact on learners</b>
Specialist phonics/English support in KS1, 1:1 and 1:3 group size, 3 x week	£11, 000	Smaller pupil to teacher ratios; specialist phonics support which includes disadvantaged pupils falling behind in their phonics.
Deputy Head/Specialist English teacher in Yr 6 daily for English	£10,000	Smaller pupil to teacher ratios (max of 1:14 per group in Year 6); specialist English intervention for vulnerable pupils and More Able pupils in Yr 6. Out of the disadvantaged pupils in these interventions, 75% achieved the expected standard or above in Reading, 100% in writing and 88% in GPS. 100% of the disadvantaged pupils in the higher ability group achieved the higher standard in Reading, Writing and Grammar.
Specialist English teacher in years 3 and 6 for English - moved to Y2 and 5 in Summer term	£57,000	In Year 3, 76% of Pupil Premium pupils achieved the expected standard or above in Reading (compared to 87% of non-disadvantaged pupils) and 18/25 (72%)

<p>Specialist teacher in Y3 and 6 for Maths - moved Yr 2 and 5 in Summer term</p>	<p>£49,000</p>	<p>achieved the expected standard in Writing (compared to 81% of non-disadvantaged pupils).</p> <p>Smaller pupil to teacher ratios (max of 1:14 in Year 6); specialist Maths support for vulnerable pupils. 100% of disadvantaged pupils in specialist maths intervention achieved the expected standard or higher in Maths.</p> <p>In Year 3, 76% of Pupil Premium pupils achieved the expected standard or higher in Maths.</p>
<p>Year 6 booster classes. PP children targeted for attendance.</p>	<p>£1080</p>	<p>Further opportunities provided for Year 4,5 and 6 disadvantaged pupils (outside of the school week) to complete homework, study and prepare for their SATS tests, in a classroom setting, with specialist teacher intervention. Progress measures for disadvantaged pupils in Year 6 were +1.79 for Reading; +2.11 for Writing and -0.33 for Maths. Both Reading and Writing progress scores for disadvantaged pupils (at the end of KS2) were above the national benchmark (+0.33 and +0.17 respectively)</p>
<p>KS2 homework club PP children targeted for attendance.</p>	<p>£390</p>	<p>Further opportunities provided for Year 4,5 and 6 disadvantaged pupils (outside of the school week) to complete homework, study and prepare for their SATS tests, in a classroom setting, with specialist teacher intervention. Progress measures for disadvantaged pupils in Year 6 were +1.79 for Reading; +2.11 for Writing and -0.33 for Maths. Both Reading and Writing progress scores for disadvantaged pupils (at the end of KS2) were above the national benchmark (+0.33 and +0.17 respectively)</p>
<p>After School Squash Club-Yrs 4,5,6-Maths focus. PP targeted for attendance.</p>	<p>£400</p>	<p>76% percent of the disadvantaged pupils attending Squash Club increased their NFER standardised test scores by at least 10 points. 71% were working at age related expectations in Maths by the end of the year,</p>
<p>LSS (external Literacy Support Service) (0.2FTE)- 3 children per term. PP pupils targeted when and where appropriate.</p>	<p>£8000</p>	<p>Further opportunities for vulnerable and Pupil Premium pupils to work in a 1:1 setting with a Literacy specialist, to improve their Literacy skills, confidence and learning behaviours.</p>
<p>6 Beanstalk readers (reading with 3 Year 2 children each twice a week totalling 18 pupils). PP pupils targeted.</p>	<p>£3000</p>	<p>Opportunities for vulnerable pupils to read to a volunteer (1:1) in a quiet, learning environment. Pupil Premium pupils targeted. 100% of pupil premium children targeted increased their standardised/scaled scores by at least 4 points. 75% of pupil premium children targeted achieved the expected</p>

<p>Additional TA employed in Reception to support early language development interventions PP pupils supported and targeted</p>	<p>£15,000</p>	<p>standard Interventions to include handwriting groups (additional time planned for close support), social communication groups, differentiated additional phonics, additional number skills intervention</p>
<p>Additional TA employed in Nursery to support early language development. PP pupils supported and targeted.</p>	<p>15,000</p>	<p>Interventions to include circle time, reading circles , fine motor development intervention , handwriting support , number skills intervention .</p>
<p>Additional TA employed in Year 2 to support early language development. PP pupils targeted.</p>	<p>£15,000</p>	<p>TAs used to target Pupil Premium pupils in lessons, support with organisation of homework, monitor homework, hear read 1:1.</p>
<p>Additional TA in Yr 4 (0.4 FTE) to support vulnerable and PP pupils</p>	<p>£6000</p>	
<p>Sidebeside Charity employed or therapeutic services (supporting individuals and small groups of pupils).</p>	<p>£25,000</p>	<p>Support offered to vulnerable pupils in need, whose learning is impacted, owing to difficult circumstances at home, issues with confidence and/or anxiety, emotional and behavioural issues, friendship groups.</p>
<p>Cover costs, resources and refreshments for Family Learning -EYFS and YR 1 Phonics drop ins, Yr 2-RWM; Year 6 SATS-Maths and English. PP parents targeted to attend.</p>	<p>£1500</p>	<p>Further opportunities for Pupil Premium pupils to focus and learn with their parents and be supported by teachers in a quiet, learning environment. Support also provided for parents themselves via information sessions where specific strategies and skills are shared to help parents support and encourage their children at home.</p>
<p>Mums' and Dads' Breakfast- PP parents targeted to attend.</p>	<p>£300</p>	<p>Opportunities twice a year for pupils to spend quality time with their family members, whilst reading and enjoying a cooked breakfast, which is provided by the school.</p>

Book Club-KS1 and KS2 1 a term. Pupil Premium pupils targeted to attend.	£900	Opportunities for Pupil Premium children to engage in their learning, spending quality time with their peers and teachers, reading for enjoyment and discussing the book they've read. Healthy snacks provided by the school.
Total	<b>£218,570</b>	
<b>Extra Funding Committed by the School</b>	<b>£26, 632</b>	

## Outcomes

### EYFS Outcomes for disadvantaged children compared to other groups EYFSP 2017

- 60 Children in Reception classes, including 1 child from HH and another child (ASD) who has now left the school.
- Currently 59 pupils in year 1, including 3 HH.
- In 2016/17, disadvantaged pupils did slightly less well than their peers in overall GLD (with a 3% difference).
- Disadvantaged pupils did better than their peers at 'exceeding', in Reading, Writing and Maths combined.

	GLD	Prime Areas			Specific Areas			Exceeding R, W & M	Emerging R, W & M
		C & L	PD	PSE D	R	W	M		
<b>Disadvantaged</b> 15 EYFSP (25%) 16 Now (27%)	73%	82 %	83 %	93%	80%	73 %	80%	13%	13%
<b>Non-disadvantaged</b> 45 EYFSP (75%) 43 Now (73%)	76%	90 %	90 %	92%	89%	82 %	90%	11%	11%

## Phonics test results

### Year 1

85% of pupils passed the Phonics Screening Check in Y1 in June 2017 .

	All Pupils	Disadvantaged pupils (20)	Other (Non-disadvantaged) (41)	Difference
Average total mark	35	35	35	0
Pass rate percentage	85%	90%	83%	+7%

- 100% of pupils (11 pupils) eligible for FSM (Free School Meals) passed the phonics screener in Yr 1
- Disadvantaged pupils at Sacred Heart *did better than their peers* in the phonics test in Year 1 (90% compared to 83%)
- Disadvantaged pupils at Sacred Heart *exceeded the National benchmark* for disadvantaged pupils by 6% (90% compared to 84%)

### Year 2 re-sit

11/60 (18%) pupils re-sat the phonics screening in Year 2

	Yr 2 Phonics Re-sit			
	All Pupils (11)	Disadvantaged pupils	Other (Non-disadvantaged)	Difference
Average total mark	28	29	26	+3
Pass rate percentage	33%	50%	17%	+33%

- Disadvantaged pupils *outperformed their peers* by 33% in the phonics re-sit in Year 2

## KS1 results

There were 18 disadvantaged pupils in Y2 out of 60 pupils = 30%

### End of KS1 achieving expected standard

	Reading	Writing	Maths	RWM
All (60)	78%	72%	77%	69%
Disadvantaged (18)	67%	50%	56%	
Other (42)	83%	81%	86%	
Disadvantaged vs other	-16%	-31%	-30%	-28.0%

- Of the 18 disadvantaged pupils, 17% have an EHCP or SEN support record

### KS1 achieving higher standard

	Reading	Writing	Maths	RWM
All (60)	23%	10%	20%	69%
Disadvantaged (18)	17%	11%	11%	
Other (42)	26%	10%	24%	
Disadvantaged vs other	-9%	+1%	-13%	+9%

- Disadvantaged pupils outperformed their peers in Writing at the higher standard
- In R,W,M combined, disadvantaged pupils outperformed their peers at the higher standard

## End of KS2 results

There were 21 disadvantaged pupils in Y6 out of 53 pupils = 40% of the year group

End of KS2 (Yr 6)	Reading				Writing Teacher Assessment			Maths				RWM	
	% EXS +	% HS	Mean Scaled Score	Progress Score	% EXS +	% GDS	Progress Score	% EXS +	% HS	Mean Scaled Score	Progress Score	% EXS +	% HS
All (53 chn)	72	28	105	1.76	89	28	3.39	75	38	106	1.61	70	19
Dis (21 chn)	71	33	104	1.79	81	24	2.11	67	29	105	-0.33	56	11
Other (32 chn)	72	25	106	1.74	94	31	4.25	81	44	107	2.92	76	12
Dis vs other	-1	+8	+2	+0.05	-13	-7	-2.14	-14	-15	-2	-3.25	-20	-1

### End of KS2 (Year 6) Grammar, Punctuation and Spelling

	% EXS	% HS	Mean Scaled Score	National Mean Scaled Score
All	85	58	110	106
Dis	81	57	109	107
Other	88	59	110	107
Dis vs Other	-7	-2	-1	

- In Reading, disadvantaged pupils outperformed their peers at the higher standard
- In Reading, disadvantaged pupils had a higher average scaled score than their peers
- In Reading, disadvantaged pupils made better progress than their peers

### Progress of disadvantaged pupils at Sacred Heart compared with the progress of non-disadvantaged pupils nationally (at the end of KS2 )

	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
<b>Progress score for disadvantaged pupils</b>	<b>+1.79</b>	<b>+2.11</b>	<b>-0.33</b>
<b>National average for non-disadvantaged pupils</b>	<b>+0.33</b>	<b>+0.17</b>	<b>+0.28</b>
<b>Number of disadvantaged pupils in Year 6 2016/17</b>	<b>21</b>	<b>21</b>	<b>21</b>

- In Reading, disadvantaged pupils at Sacred Heart made better progress than their peers nationally
- In Writing, disadvantaged pupils at Sacred Heart made better progress than their peers nationally