



## Saint Mary's Catholic Primary School

### Pupil Premium Statement 2014-2015

Number of pupils and pupil premium grant (PPG) received for the academic year:

Total number of pupils on roll	210
Total number eligible for PPG	20
Amount received for the academic year 2014/15	£26,000

At St Mary's funding is targeted at narrowing the attainment gaps between learners. It has been used in the following ways:

- Additional staffing to provide small group teaching to boost attainment in reading, writing and maths
- Employment of HLTA to provide small group and individual SEN work, whilst building social and emotional skills, to enable learners to engage effectively with learning.
- Additional staffing to provide language support work for pupils with English as an Additional Language.
- Funding for educational visits for some pupils to support holistic learning and development.
- Funding has also been invested in the *Rapid Writing and Maths* programmes, intended to accelerate the progress and attainment of all children, through precision targeted teaching of skills, and the development of positive learning behaviours. This has included the purchase of high quality resources and training for staff. Additional staff time to deliver the programmes.
- School has invested significantly in the 'Reading Recovery Programme' which targets those children currently working below ARE expectations in Reading.
- 1:1 Boosting with a qualified teacher for children who are in Year 6.

## Impact:

- Attainment at KS1 is good, taking into account the high proportion of pupils who are at the early stages of learning English, and has shown a rise in Reading, Writing and Maths.
- Attainment at the end of Key Stage 2 has remained above national levels. Progress is significantly above the national average
- Pupil progress across the school in all areas is above that expected, with particularly high progress for some groups of pupils such as EAL and FSM

## End of Year Summary

### Year 6 (5 children)

- 1:1 Intervention was provided for all children in numeracy.
- 'Reading Recovery' Programme was provided for 1 child.
- Sessions with HLTAs were provided both 1:1 and small group.
- Contributions were made towards school residential visit.

Pupil Premium (see table below) Only one FSM girl not on the SEND register did not achieve age related expectations in maths.

80% of FSM children achieved L4+ in maths, with 80% making expected progress or better from KS1.

80% of FSM children achieved L4+ in reading, with 80% making expected progress or better from KS1.

100% of FSM children achieve L4+ in writing, with 100% making expected progress or better from KS1.

60% achieved L4+ in Reading, Writing and Maths

Gender      SEND      Maths      Reading      Writing

F		4a	4a	4
F	Yes	4b	3a	4
M		4b	4b	4
F		4a	4a	4
F		3a	4a	
		<b>4b+</b>	<b>4b+</b>	<b>4</b>

### **Year 5 (2 children)**

- Rapid Maths and Rapid Writing intervention programme was provided for children working below ARE.
- Support was given where needed for educational visits.
- 'Reading Recovery' Programme was provided for 1 child.
- 1 child received additional 1:1 TA intervention sessions.

100% of children making good or outstanding progress in maths, with 50% at or above ARE.

50% of children making good or outstanding progress in reading, with 50% at or above ARE.

100% of children making good or outstanding progress in writing, with 50% at or above ARE.

### **Year 4 (5 children)**

- Rapid Maths and Rapid Writing intervention programme was provided for children working below ARE.
- Support was given where needed for educational visits.
- 'Reading Recovery' Programme was provided for 1 child.
- 2 children received additional 1:1 TA intervention sessions.

100% of children making good or outstanding progress in maths, with 80% at or above ARE.

100% of children making good or outstanding progress in reading, with 100% at or above ARE.

100% of children making good or outstanding progress in writing, with 40% at or above ARE.

### **Year 3 (2 children)**

- Rapid Maths and Rapid Writing intervention programme was provided for children working below ARE.
- Support was given where needed for educational visits.
- 'Reading Recovery' Programme was provided for 1 child.
- 1 child received additional 1:1 TA intervention sessions.

100% of children making good or outstanding progress in maths, with 50% at or above ARE.

100% of children making good or outstanding progress in reading, with 50% at or above ARE.

100% of children making good or outstanding progress in writing, with 50% at or above ARE.

### **Year 2 (2 children)**

- One child now has a Statement and as a result he has a 1:1 TA throughout the school day.
- Rapid Maths and Rapid Writing intervention programme was provided for children working below ARE.
- Support was given where needed for educational visits.
- 'Reading Recovery' Programme was provided for 1 child.

50% of children making good or outstanding progress in maths, with 50% at or above ARE.

100% of children making good or outstanding progress in reading, with 50% at or above ARE.

50% of children making good or outstanding progress in writing, with 50% at or above ARE.

### **Year 1 (4 children)**

- Funding was provided for an additional TA to work in the class during literacy and numeracy in order to provide support for those children below ARE.
- Phonics Intervention was provided for those not on target to pass the Phonics screening test.
- Support was given where needed for educational visits.
- 'Reading Recovery' Programme was provided for 1 child.
- 2 children received additional 1:1 TA intervention sessions.

100% of children making good or outstanding progress in maths, with 40% at or above ARE.

100% of children making good or outstanding progress in reading, with 60% at or above ARE.

100% of children making good or outstanding progress in writing, with 60% at or above ARE.

**PREVIOUS YEAR ALLOCATION 2013/14 was £20,013.**