



## SS Simon and Jude Primary School

### Pupil premium grant expenditure report to parents: 2015/16

Number of pupils and pupil premium grant (PPG) received for 2015/16	
Total number of pupils on roll	422
Total number of pupils eligible for PPG	168 (40%)
Amount of funding received per FSM pupils	£1320
<b>Total amount of funding received</b>	<b>£221 760</b>

#### Previous Performance of Pupil Premium Pupils (2014/15)

- Children's attainment on entry to Early Years is well below average related expectations and by the time children leave school at the end of year 6 attainment is significantly above the national average (NA) in both English and Maths. This pattern of performance has been demonstrated consistently over time.
- 60% of children in Early Years achieved a good level of development by achieving ELG in PSED, CCL, physical, read, write, number, shape, space and measures.
- The percentage of Year 6 disadvantaged children achieving L4+ in all subjects was 84% compared to 70% nationally.
- The percentage of Year 6 disadvantaged pupils achieving level 5+ in all subjects was 16% compared to 13% nationally.
- 87% of Year 6 disadvantaged pupils achieved Level 4+ in reading compared with 83% nationally.
- 90% of Year 6 disadvantaged pupils achieved Level 4+ in writing compared with 79% nationally.
- 97% of Year 6 disadvantaged pupils achieved Level 4+ in maths compared with 80% nationally.
- 32% of Year 6 disadvantaged pupils achieved Level 5+ in reading.
- 32% of Year 6 disadvantaged pupils achieved Level 5+ in writing.
- 32% of Year 6 disadvantaged pupils achieved Level 5+ in maths.
- The attainment of Year 6 disadvantaged pupils in reading was 28.2 APS compared to 27.3 in Bolton LA and 27.6 nationally.

- The attainment of Year 6 disadvantaged pupils in writing was 28.4 APS compared to 26.6 in Bolton LA and 26.6 nationally.
- The attainment of Year 6 disadvantaged pupils in maths was 28.7 APS compared to 27.5 in Bolton LA and 27.2 nationally.
- 97% of Year 6 disadvantaged pupils made expected progress in reading.
- 37% of Year 6 disadvantaged pupils made more than expected progress in reading.
- 100% of Year 6 disadvantaged pupils made expected progress in writing.
- 70% of Year 6 disadvantaged pupils made more than expected progress in writing.
- 100% of Year 6 disadvantaged pupils made expected progress in maths.
- 43% of Year 6 children receiving PPG made more than expected progress in maths.
- In Key Stage one 90% of year 1 pupils reached the required standard in the Year 1 phonics assessment compared to 77% nationally. 83% of disadvantaged pupils passed the test compared with 66% nationally.
- In Year 2 95% of all pupils achieved a level 2+ in reading and 100% of pupils in receipt of Pupil Premium. 90% of all pupils achieved a level 2+ in writing and 92% of pupils in receipt of Pupil Premium. 95% of all pupils achieved a level 2+ in maths and 92% of pupils in receipt of Pupil Premium.
- Levels of overall absence have reduced since 2010 and are broadly in line with the national average. The average attendance figure for 2014/15 is 95.95%. The number of lates in 2014/15 is 945.
- Several families benefitted from advice and support from the Attendance and Pastoral Care manager.

## Principles

A significant amount of additional funding has been allocated to the school and we are determined to ensure that it has maximum impact. Careful analysis of internal and external pupil-level data, historical attainment and progress rate was undertaken to ensure that these funds are used to maximum effect. Our robust self-evaluation procedures and consideration of current research into effective provision has guided us in deciding where and how to spend our pupil premium allocation.

The Pupil Premium funding that is received by school annually is used in a variety of ways in order to improve pupil attainment and help overcome barriers to learning. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of the socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all our pupils who receive Free School meals (FSM) will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for PPG. We therefore allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has legitimately been identified as being socially disadvantaged.

### **Main Objectives**

- To target underachievement compared to potential outcomes
- To target low achievement
- To ensure that learning and teaching opportunities meet the needs of all pupils
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed
- To ensure that high achieving children achieve their full potential

### **Nature of support 2015/16**

- To provide learning support assistants in all classes to ensure that all children achieve their end of year targets. This is through the provision of quality first teaching and additional interventions, particularly in literacy and numeracy.
- To provide learning mentor support to support children with particular emotional and social concerns.
- To employ an Attendance and Pastoral Care manager to monitor attendance and provide support at home for families.
- To provide an additional teacher to target low attainment in year 5.
- To provide an additional teacher in year 6 to target higher attaining children to achieve level 5 and level 6 at the end of Key Stage 2.
- To provide an additional teacher to provide support for identified children in year 6 to achieve age related expectations.
- To provide a booster club for identified year 6 children in the Easter holidays.
- To provide an additional teacher in key stage 1 to ensure all children achieve their end of year targets.
- To provide EAL/ INA teaching support in Early Years, KS1 and KS2.
- To ensure that all children are fully aware of their targets and next steps for learning through the Assertive Mentoring programme.
- To subsidise a before school breakfast club to ensure children are in school on time and ready for learning.
- To provide a wider range of opportunities and activities where parents may not be able to fully fund. This includes subsidising residential trips and enrichment opportunities in school.

- To enrich the curriculum and prepare all children for the future. These include learning to play a musical instrument, chess, Gold trip, after school clubs and gifted and talented sports club with qualified coach.
- To provide support for parents through parent workshops, behaviour courses and pastoral care manager support for identified families.
- To provide a Speech and Language therapist in school.