



SS Simon and Jude Primary School

Pupil premium grant expenditure report to parents: 2016-17

Overview of the school (based on Pupil Premium final allocations for 2016-17- January 2016 Census)	
Total number of pupils on roll	422 (R-Y6)
Total number of Children eligible for PPG	147 (35%)
Amount of funding received per FSM pupils	£1320
Total number of Looked After Children (LAC)	0
Amount of funding received per LAC pupils	0
Total number of Service family pupils	0
Amount of funding received per Service family pupil	0
Total amount of funding received	£194, 040

Summary of main barriers to achievement

SS Simon and Jude is a larger than average primary school with over 480 pupils on role. The school serves a very diverse population. The main ethnic groups are Pakistani (45.8%) and white British (32.8%). There are over 20 different languages spoken in school. The proportion of pupils who speak English as an additional language is well above the national average (56.4%). The proportion of pupils currently eligible for the pupil premium grant is above national average (32.5%). Over 95% of children are living with in the 30% most deprived area in the UK. The vast majority of pupils enter the Early Years within the low ability range, especially for language and communication. The current reception class has 68.3% of children where English is not their first language. The current year 6 have a high percentage of pupil premium pupils (50%) and pupils with special educational needs (34.5%).

Previous performance of disadvantaged pupils (2015-16)

Early Years		School Data	Bolton Data
% of children attaining a Good Level of Development	All pupils	59%	65%
	Disadvantaged pupils	64%	49%
% of children attaining at least expected in reading	All pupils	69%	73%
	Disadvantaged pupils	71%	58%
% of children attaining at least expected in writing	All pupils	68%	69%
	Disadvantaged pupils	71%	54%

Key Stage 1		School Data	Bolton Data
% of pupils achieving the expected standard in reading, writing and mathematics combined	All pupils	61%	60%
	Disadvantaged pupils	36%	45%
% of pupils achieving a high level of attainment in reading, writing and mathematics combined	All pupils	5%	8%
	Disadvantaged pupils	0%	4%
% of pupils achieving the expected standard in reading	All pupils	75%	71%
	Disadvantaged pupils	59%	59%
% of pupils achieving a high level of attainment in reading	All pupils	17%	19%
	Disadvantaged pupils	9%	12%
% of pupils achieving the expected standard in writing	All pupils	66%	64%
	Disadvantaged pupils	41%	52%
% of pupils achieving a high level of attainment in writing	All pupils	8%	11%
	Disadvantaged pupils	0%	6%
% of pupils achieving the expected standard in mathematics	All pupils	86%	72%
	Disadvantaged pupils	82%	60%
% of pupils achieving a high level of attainment in mathematics	All pupils	15%	17%
	Disadvantaged pupils	5%	10%
% of Year 1 pupils achieving the required level in Phonics	All pupils	84%	80%
	Disadvantaged pupils	83%	72%
% of KS1 pupils achieving the required level in Phonics	All pupils	93%	90%
	Disadvantaged pupils	95%	85%

Key Stage 2		School Data	Bolton Data
% of pupils achieving the expected standard in reading, writing and mathematics combined	All pupils	52%	55%
	Disadvantaged pupils	53%	41%
% of pupils achieving the expected standard in reading	All pupils	56%	63%
	Disadvantaged pupils	57%	53%
% of pupils achieving the expected standard in writing	All pupils	70%	75%
	Disadvantaged pupils	63%	65%
% of pupils achieving the expected standard in grammar, punctuation and spelling	All pupils	79%	74%
	Disadvantaged pupils	70%	64%
% of pupils achieving the expected standard in mathematics	All pupils	79%	73%
	Disadvantaged pupils	77%	61%
Average scaled score in reading (100 is expected standard)	All pupils	101	102
	Disadvantaged pupils	101	100
Average scaled score in mathematics (100 is expected standard)	All pupils	104	104
	Disadvantaged pupils	103	102

Objectives in spending funding:

- To target underachievement compared to potential outcomes
- To ensure that learning and teaching opportunities meet the needs of all vulnerable 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
- To improve the attendance and punctuality of all pupils
- To ensure that additional adult support is specifically supporting vulnerable groups

Summary of fund spending and actions taken

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.

Provision to be put in place 2016/17

- To provide learning support assistants across all year groups to ensure that all children achieve their full potential. This is through the provision of quality first teaching and additional interventions, particularly in literacy and numeracy
- To provide an additional teacher in year 6 to target higher attaining children to achieve a high level of attainment in reading, writing and mathematics 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 to ensure they achieve age related expectations
- To provide an additional teacher in key stage 1 to ensure all children achieve their full potential
- To continue to employ a learning mentor to support children with particular emotional and social concerns
- To continue to employ an attendance and pastoral care manager to increase attendance levels and provide support for target families
- To provide EAL/ INA teaching support to ensure that language is not a barrier to learning
- To ensure that all children are fully aware of their targets and next steps for learning through the Learning Review programme
- To subsidise a before school breakfast club to ensure children are in school on time and ready for learning
- To provide Speech and Language Therapy within the Early Years to ensure that a high percentage of pupils meet the Communication and Language strand of the Early Years curriculum
- To provide a wider range of opportunities and activities for children receiving pupil premium where parents may not be able to fully fund
- To enrich the curriculum and prepare all children for the future
- To provide support for parents through parent workshops, behaviour courses and pastoral care manager support for identified families

Desired Impact of Intended Spend

The impact of the intended spend will be monitored through:-

- Regular Pupil Progress meetings between class teachers and SLT
- Robust analysis of attainment and progress data within each year group
- Robust analysis of attendance and punctuality data
- Lesson observations for teachers and teaching assistants
- Analysis of additional interventions
- Pupil discussions and questionnaire
- Parental discussions and questionnaires
- Subject leader analysis of curriculum
- Book and planning scrutinies

Impact of Expenditure

- Early Years: 62% of pupils achieved a good level of development. The progress of pupils from their starting points in reception is excellent. PPG pupils made more than expected progress in reading, writing and maths.
- End of KS1: In reading 75% of pupils met the expected standard or above. (National 74%) In writing 64% of pupils met the expected standard or above. (National 68%) In maths 80% of pupils met the expected standard

or above. (National 75%) 76% of year 1 pupils passed the phonics screening test.

- KS2: PPG pupils in year 3 and year 5 made similar progress to all pupils in reading, writing and maths. Year 4 PPG pupils were slightly above all pupils in reading, writing and maths.
- End of KS2: 64% of PPG pupils achieved expected standard in reading (59% all pupils). 11% of PPG pupils achieved a higher standard in reading (12% all pupils). 75% of PPG pupils achieved expected standard in writing (76% all pupils) 4% of PPG pupils achieved a greater depth (10% all pupils). 82% of PPG pupils achieved expected standard in maths (79% of all pupils). 7% of PPG pupils achieved a higher standard in maths (9% all pupils).
- Improvement in behaviour from 1 to 1 targeted pupils and small group support in year 5 and 6 as highlighted in the IPC accreditation report June 2017: 'The Learning Mentor supported Pupils and parents within the school community in a wide variety of ways as they have the belief that 'if we can help make family life easier it will rub off on our Pupils in school.'
- Attendance for pupils in receipt of PPG is 95.04% compared to 95.29% for non PPG. School attendance was in line with the national average.
- On average 110 pupils are regularly attending breakfast club. Punctuality and attendance of targeted pupils significantly improved over the year. This impacted on the pupils being ready for learning and reduced the number of incidents during the day.
- 41 pupils from early years attended narrative therapy intervention. Initial assessments showed that 83% of pupils targeted were working at the below average level within information and 76% of pupils were working below in grammar. Significant progress has been made over the year with a considerably higher number of pupils working at or above the average level in both information and grammar.

Total funding received	£194 040
Total funding spent	£254 152. 60
Funding remaining	-£60 112.60

Strategy Review

Local Governing Body meetings

Autumn 2016

Spring 2017

Summer 2017