

St Joseph's RCVA Primary School

Pupil Premium Accountability Report

Spring 2015-16

Summary:

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

More than one in four young people from poor backgrounds feel that “people like them don't succeed in life” ‘. 7 key truths about social mobility
“School leaders including governing bodies should evaluate their pupil premium spending and avoid spending it on activities that have little impact on achievement for their disadvantaged pupils, and spend it in ways known to be most effective’ The Pupil Premium
“ Schools need to know that , in assessing their performance OFSTED will be looking forensically at how well their Pupil Premium pupils do...The message should be clear: if a school's Pupil Premium population is failing, more likely than not the whole school will be judged to be failing.”
Nick Clegg Deputy Prime Minister, May 2012

Purpose

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, though this goes directly to the local authority (currently 5 pupils) , and children of service personnel.

Accountability

The government believes that head teachers and school leaders should decide how to use the pupil premium. They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium
- the reports for parents that schools have to publish online

How schools present the information in their online statement is a matter for each school. There is certain information that must be in the report: the school's pupil premium allocation in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the impact of this expenditure on the educational attainment of those pupils at the school, in respect of whom grant funding was allocated.

The pupil premium for 2015 to 2016 will include pupils recorded in the January 2015 school census who are known to have been eligible for free school meals (FSM) in any of the previous 6 years (ie since summer 2009), as well as those first known to be eligible at January 2015. This is known as 'Ever 6'.

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Financial year	NOR	FSM	Pupil Premium	% pupils eligible for PP	Amount of Pupil Premium funding for the full financial year
2012-13	80	5	9	11%	(£600 per pupil) £5,400
2013-14	69	3	13	19%	(£600 per pupil) £7,800
2014-15	70	3	14	20%	(£1,300 per pupil) £18,200
2015-16	72	6	14	19%	(£1320 per pupil) £18,480

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SPRING 2015-16 Pupil Premium will be used for:	Amount allocated	Is this a new or continued activity/cost centre?	Summary of the intervention or action including details of year groups and pupils involved and the timescale	Specific intended outcomes: how will this intervention/action improve achievement for pupils eligible for Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? how will success be evidenced?	Actual impact: What did the action/activity actually achieve? Be specific 'as a result of this action...' If you plan to repeat what would you change to improve it next time?
Improving phonics and reading	£5,000	New	Lexia groups three times per week TA support with measureable outcomes for each child	Improved reading skills with children able to access reading tasks more effectively	Monitored by TAs leading the sessions and DHT/ English lead. Communicated to governors termly via the HT report. Monitored via termly pupil progress meetings. Monitored by termly work scrutiny and talking to pupils.	
Small group interventions- Literacy	£7,000	ongoing	SALT, phonics and Better Reading sessions	Improved communication, phonic knowledge and reading skills/ outcomes	TAs will support small groups. Teachers will monitor progress and report via half termly assessments via pupil progress meetings, lesson observations and a range of moderation activities.	
Small group interventions- maths	£5,000	ongoing	Maths,	Improved resilience and attainment Application of mathematics in real life contexts	Monitored by teachers/HT (Maths lead) who will carry out book scrutinies, lesson observations and	

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					learning walks to review progress and engagement. Monitored by termly assessment reports/tracking.	
Data tracking system	£1,480	New	Tracking impact of interventions and providing information to leaders to show gaps and needs	Increased knowledge of staff to enable all to track progress Increase information for planning and provision to improve outcomes	Monitored by the HT and by the music subject leader via visits to classes and talking to pupils and observations.	