



St Joseph's Catholic Primary School

Pupil Premium Analysis and challenge toolkit for school leaders: primary

On the following pages are modified versions of the tables used by inspectors during the Pupil Premium survey. Schools could use these to inform discussions between school leaders and governors, and help to shape future strategic planning for the use of the Pupil Premium funding. The tools could also be used to aid self-evaluation and may help with preparing for a section 5 or section 8 inspection. The tables can be adapted for future use by changing the dates. They could also be adapted to focus on achievement gaps for any other groups in the school.

Data for the pupil outcomes table for Year 6 should be taken from RAISEonline.

Data for other year groups should be available from the school's own tracking of pupils' attainment and progress.

Financial year	Amount of Pupil Premium funding
2011-12	£11,712
2012-13	£18,690
2013-14	£27,284
2014-2015	£38,490
2015-2016	£36,900

	2014-15			2015-16		
Percentage of FSM pupils						
Number of FSM pupils eligible for the Pupil Premium	27	@£1320	=£35,640	28	24@£1320	=£33,000
Number of looked after pupils eligible for the Pupil Premium	2	@£900	=£1800	2	2@£900	=£1800
Number of service children eligible for the Pupil Premium	3	@£350	=£1050	8	6@£350	= £2100



St Joseph's Catholic Primary School

Total

Where are the gaps (Year 6)?

Year 6: Indicator (using data from RAISEonline for 2011 and 2012, and school data for current Year 6. Definition of FSM for this purpose is the same as RAISE – those pupils eligible for the Pupil Premium under the 'Ever6' measure. LAC and service children in later section).	2011 gap between FSM and non FSM	2012 gap between FSM and non FSM	2013 gap between FSM and non FSM	2014 gap between FSM and non FSM	2015 gap between FSM and non FSM	Comments/contextual information
Attainment - Level 4+ in English	-17	0	-6	-10	+7	2011 4 PPG
Attainment - Level 4+ in mathematics	-4	+9	-20	-10	+7	2012 7 PPG
Average points score – English	-2.6	+0.3	-1.9	+0.3	-0.5	2013 9 PPG
Average points score – reading	-6	-0.1	-1.7	+0.6	+0.2	2014 5 PPG
Average points score – writing	-3.8	-1.2	-2.2	-0.4	-0.7	2015 4 PPG
Average points score – mathematics	-3	+1.5	-1.7	-3	-1	
Achievement – expected progress in English	+4	0	-6	-0.5	+8	
Achievement – more than expected progress in English				+16%	+23.1%	
Achievement – expected progress in mathematics	+4	+14	-11	-1.3	+4%	
Achievement – more than expected progress in mathematics				-13%	-38%	
Attendance	-1.24%	-1.8	-2.6	-1.3		
Persistent absence	-2.03%	-0.7	-3.1	-4.1		
Fixed-term exclusions	0	0	0	0	0	



St Joseph's Catholic Primary School

Where are the gaps (other year groups)?

Year group	What does your data analysis tell you about the relative attainment and achievement of FSM and non-FSM pupils for each year group? Are there any gaps? Is there evidence of closing gaps compared with previous years' data?
Early Years Foundation Stage	At the end of EYFS, the FSM were below non-FSM pupils in terms of reaching a 'Good Level of Development'. The GLD gap between FSM and non-FSM is 12%.
Year 1 (consider whether pupils are making expected progress on the basis of their Early Years Foundation Stage score; consider the phonics screening check)	At the end of EYFS, the FSM were below non-FSM pupils in terms of reaching a 'Good Level of Development'. The gap between FSM and non-FSM in Literacy and Mathematics is 25%. The gap has closed significantly with 100% of FSM pupils passing their phonic screening.
Year 2 (consider predicted end of key stage results for reading, writing and mathematics at each sub-level, as well as current data)	At the end of EYFS only 10% of pupils reached a Good Level of Development. However, all FSM pupils have made good progress. The gap in maths is 1.1 and Literacy is 1.4
Year 3	The Key Stage 1 gap between FSM and non-FSM has greatly reduced particularly in mathematics. The gap in Numeracy is 0.4 and Literacy is 0.6 using the school's new tracking system.
Year 4	The Key Stage 1 gap between FSM and non-FSM has greatly reduced in all subjects. The gap in Numeracy is 1.5 and Literacy is 0.9 using the school's new tracking system.
Year 5	The Key Stage 1 gap between FSM and non-FSM has greatly reduced in all subjects. The gap in Numeracy is +1.8 and Literacy is +0.8 using the school's new tracking system.

Where are the gaps (other eligible groups)?

Group	Comment on predicted outcomes in 2015 and any gaps. Consider attainment, progress, attendance and exclusions.
Looked after children	Outstanding attendance 99%. One pupil working above cohort in reading, writing and maths, one pupil working below. No exclusions.



St Joseph's Catholic Primary School

Service children

All service pupils are working within year group expectations in reading, writing and maths and have made good progress. Good attendance 98% No exclusions.

Reflective questions

To what extent are the strengths and priorities suggested by this data clearly evident in the school's self-evaluation and improvement plans? If any are missing, outline them below and add them to your improvement plan or use the separate planning and evaluation outline on page 12.

Which strengths are not reflected in your self-evaluation?

CLA, Ever 6 and Service Pupils progress.

Which priorities are not reflected in your school improvement plans?

- Closing the attainment gap between FSM and Non-FSM in the FS & KS1
- Maths more than expected progress
- FSM attendance

The school's priorities for raising standards in maths, writing and reading and to narrow the gaps in attainment and progress of PPG and non-PPG are reflected in the School Improvement plan. In addition, improving attendance and reducing persistent absence of the FSM pupils is also a key priority of the School Improvement plan.

Planning and evaluation outline

Pupil Premium used for:	Amount allocated to the intervention /	Is this a new or continued activity/cost	Brief summary of the intervention or action,	Specific intended outcomes: how will this	How will this activity be monitored, when	Actual impact: What did the action or activity
--------------------------------	---	---	---	--	--	---



St Joseph's Catholic Primary School

	action (£)	centre?	including details of year groups and pupils involved, and the timescale	intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	and by whom? How will success be evidenced?	actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
Raising Achievement in maths 1:1 Tutor	£10,977	On going	High quality tutor working with children or 1:1 on number problems, calculations and real life maths problems. 2-3 per week for 1 hour.	Close the gap and raise attainment. PPG are working at age related expectations and have made 6+ steps progress.	Half termly monitoring by HT. PPG report to Governors.	
Teaching Assistant Maths Intervention Support in all Year groups	£8,967	New	Teaching Assistants working with children or 1:1 on maths basic skills programme. 2-3 per week for 30 minutes.	Close the gap and raise attainment. PPG are working at age related expectations and have made 6+ steps progress.	Half termly monitoring by HT. PPG report to Governors.	
Reading Recovery	£14,407	On going	High quality RR	Close the gap	Half termly	



St Joseph's Catholic Primary School

Teacher and phonic booster teacher			teacher working with a child 1:1 on reading/writing skills.	and raise attainment. PPG are working at age related expectations and have made 6+ steps progress.	monitoring by HT. PPG report to Governors.	
Teaching Assistant Literacy Intervention Support in all Year groups	£11,529	Ongoing	Teaching Assistants working with children or 1:1 on phonics, reading, SPAG, ELS, Sir Kitt, programme. 2-3 per week for 30 minutes.	Close the gap and raise attainment. PPG are working at age related expectations and have made 6+ steps progress.	Half termly monitoring by HT. PPG report to Governors.	
Family Support worker	£1357	Ongoing	Working with PPG families to improve attendance and reduce persistent absence.	Close the gap in attendance and persistent absence.	Half termly monitoring by HT. attendance report to Governors.	
Speech and language teaching assistant	£2963	New	To provide targeted 1:1 intervention support for children with	Close the gap and raise attainment in speaking and listening . PPG	Half termly monitoring by HT. PPG report to Governors.	



St Joseph's Catholic Primary School

			speech and language difficulties across the school. 15 mins twice a week.	are working at age related expectations and have made 6+ steps progress.		
Read, Write Programme teaching Assistant	£3,067	On going	High quality RR teacher working with a child 1:1 on reading/writing skills.	Close the gap and raise attainment. PPG are working at age related expectations and have made 6+ steps progress.	Half termly monitoring by HT. PPG report to Governors.	
Raising Achievement in Literacy 1:1 Tutor	£10,977	On going	High quality tutor working with children or 1:1 on literacy skills.	Close the gap and raise attainment. PPG are working at age related expectations and have made 6+ steps progress.	Half termly monitoring by HT. PPG report to Governors.	
Access to Learning Other/Enrichment activities, resources	£5879	On going	Educational Psychologist Play Therapist Swimming Trips	Ensure pupils can access the curriculum and are ready to	Half termly monitoring by HT. PPG report to Governors.	



St Joseph's Catholic Primary School

			Uniform Young Carers	learn		
--	--	--	-------------------------	-------	--	--