



Pupil Premium Grant Expenditure 2016-17

Context of the School

St. Nicholas Catholic Primary, Gipton, Leeds is a larger than average sized, Voluntary Aided school of the Catholic Diocese of Leeds, situated within Leeds Local Authority (LA).

The school principally, though not exclusively, serves the needs of the families of the recently re configured Parish of the Blessed Edmund Sykes (which includes St. Nicholas Church, Gipton and Our Lady of Good Counsel Church, Seacroft). The school's Published Admission Number (PAN) is 40. Currently 280 full time pupils are on roll.

The school has no nursery provision. Reception class children are currently drawn from 19 external pre-school settings. Pupils are taught in 10 classes, half of which are of mixed age groupings.

Eligibility for pupil premium is well above average as is the proportion of pupils for whom English is an additional language. The proportion of pupils with learning difficulties and/or disabilities is also above average. The proportion of pupils joining/leaving the school at other than normal term times is above average (17% mobility rate in some year groups).

The school provides a Breakfast Club and a wide range of after school activities linked, where appropriate, to local outside agencies, for example West Yorkshire Playhouse and Leeds United AFC.

The school works in partnership with Leeds Trinity University on teacher training placements.

The school is an active member of the East Leeds Network Learning Community and the Corpus Christi School Partnership Cluster.

The school has achieved a number of National Standards including the "Inclusion Chartermark" and the "Stephen Lawrence Award" for its work in fostering social cohesion.

Objectives of Pupil Premium Spending

We have high aspirations and ambitions for our pupils and we believe that no child should be left behind. We are committed to ensuring that our pupils are given every chance to realise their full potential and achieve their best. Pupil premium funding represents a proportion of our budget and we are determined to ensure that it is spent to best effect.

When making decisions about using pupil premium funding it is important to consider the context of our school and the subsequent challenges faced. Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. We have an excellent track record which shows that the majority of our pupils make expected or better than expected progress and we wish this trend to continue. The Sutton Trust Report (2011) summarises research evidence on improving learning and we have used this to provide effective training and make more informed choices about which interventions will be most effective. Through targeted interventions we are working to eliminate barriers to learning and progress. For pupils who start school with low attainment on entry, our aim is to ensure that they make accelerated progress throughout their school career.

Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll	280
Total number of pupils eligible for PPG	81
Number of pupils eligible for the Deprivation PPG	81
Number of pupils eligible for the Service child PPG	0
Number of pupils eligible for the Post-LAC PPG	0
Amount of PPG received per pupil	£1320
Total amount of PPG received	£118,100

Nature of support

- Focus on learning in the curriculum
- Focus on social, emotional and behavioral needs
- Focus on enrichment beyond the curriculum
- Focus on families and the community

Enhanced Provision to Improve Attainment																				
Action/Activity/Project	Cost	Impact																		
Employment of Catholic Care Social Worker /Counsellor – 1 day a week- Emotional & behavioural support for vulnerable/disadvantaged pupils (and families)	£5,000	17 children have seen the Catholic Care worker on a regular basis. This offers support for their emotional well-being and provides support that is not always available at home. It also gives the children strategies on how to deal with issues, friendship groups and confidence building. Questionnaire 2017.																		
Additional Speech and Language Provision – one day a week- early intervention of pupils with needs, targeted support for disadvantaged pupils	£10,000	Senco has clearly documented evidence of the impact for the children she has worked with. The best evidence of this is the early support given to children in Reception Class as the difficulties are identified and tackled early.																		
Attendance: Train staff, new system of letters/alerting parents/monitoring and follow up to be put in place	£200	Persistent absenteeism is 12.4% below National for FSM children. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year group</th> <th>Spring 2017</th> </tr> </thead> <tbody> <tr> <td>EYFS 2</td> <td>95.7%</td> </tr> <tr> <td>Year 1</td> <td>97.6%</td> </tr> <tr> <td>Year 2</td> <td>98.2%</td> </tr> <tr> <td>Year 3</td> <td>98.4%</td> </tr> <tr> <td>Year 4</td> <td>96.9%</td> </tr> <tr> <td>Year 5</td> <td>98.9%</td> </tr> <tr> <td>Year 6</td> <td>96.8%</td> </tr> <tr> <td>Total</td> <td>97.5%</td> </tr> </tbody> </table>	Year group	Spring 2017	EYFS 2	95.7%	Year 1	97.6%	Year 2	98.2%	Year 3	98.4%	Year 4	96.9%	Year 5	98.9%	Year 6	96.8%	Total	97.5%
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Increased investment in SIMS/ % of PPG towards a new server – to allow all teaching staff to have an increased responsibility & awareness of absences/attendance – and have access from classrooms and outside of school	£5,000	Number of staff active on SIMS has increased. Data can be retrieved quickly and used for analysis.																		
Additional time for library (daily extra hour from librarian) – enabling all pupils from Year 2 upwards to have access to library	£900	Additional staffing allows for regular access to library.																		
Improve the Library provision – fiction & nonfiction. Invest in Junior Librarian – e books,/multilingual/reviews/tracks reading/home access	£5,000	Longer novels purchased, 10 minute daily reading now takes place to stimulate the teaching of English and to encourage																		

		reading for pleasure. Children have access to a wider range of books.												
Invest in more quality class novels to match curriculum needs & cohorts	£1,000	<p>Longer novels purchased, 10 minute daily reading now takes place to stimulate the teaching of English and to encourage reading for pleasure. Children have access to a wider range of books.</p> <p>Pupil Premium Reading Results KS1</p> <table border="1"> <thead> <tr> <th>Number of children</th> <th>Percentage Attaining expected standard or better</th> <th>Working at greater depth (110+)</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>60%</td> <td>10%</td> </tr> </tbody> </table> <p>Pupil Premium Reading Results KS2</p> <table border="1"> <thead> <tr> <th>Number of children</th> <th>Percentage Attaining expected standard or better</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>53%</td> </tr> </tbody> </table>	Number of children	Percentage Attaining expected standard or better	Working at greater depth (110+)	10	60%	10%	Number of children	Percentage Attaining expected standard or better	17	53%		
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Phonics: Investment in training of staff/resourcing & interventions	£150	<p>Phonics leader now updated and coordinates phonics across school. See phonics tracking.</p> <table border="1"> <thead> <tr> <th>Year 1 Phonics Result 2017</th> </tr> </thead> <tbody> <tr> <td>90%</td> </tr> </tbody> </table>	Year 1 Phonics Result 2017	90%										
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Improve and update the reading scheme Bug Club -online reading resource, accessible form home	£5,000	<p>The reading overall progress score amongst disadvantaged pupils is 1.7 points greater than non-disadvantaged average, and 0.5 points greater than national disadvantaged pupils. The reading overall progress score amongst FSM pupils is 1.1 points greater than the school average, and 0.5 points greater than the national FSM average.</p>												
Invest in Assertive Mentoring package – targeted provision	£3,000	<p>Daily Big Maths has been introduced throughout school- the impact can be seen in the weekly testing and on half termly assessment weeks.</p> <p>Pupil Premium Maths Results 2017 KS1</p> <table border="1"> <thead> <tr> <th>Number of children</th> <th>Percentage Attaining expected standard or better</th> <th>Working at greater depth (110+)</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>80%</td> <td>10%</td> </tr> </tbody> </table> <p>Pupil Premium Maths Results 2017 KS2</p> <table border="1"> <thead> <tr> <th>Number of children</th> <th>Percentage Attaining expected</th> <th>Working at greater depth (110+)</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Number of children	Percentage Attaining expected standard or better	Working at greater depth (110+)	10	80%	10%	Number of children	Percentage Attaining expected	Working at greater depth (110+)			
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			standard or better	
		17	64.7%	5.8%
Maths: Continue to buy into Mathletics/Spellodrome- to improve maths/spelling skills of disadvantaged pupils impacting upon raised progress and attainment levels.	£2,500	The maths overall progress score amongst disadvantaged pupils is 1.4% greater than non-disadvantaged pupils average and 4.0 points greater than the national disadvantaged pupils and FSM pupils are 0.9points greater than school average. (2016)		
Run targeted school Mathletics/Spellodrome Club- to improve performance of disadvantaged pupils	£1,500	The maths overall progress score amongst disadvantaged pupils is 1.4% greater than non-disadvantaged pupils average and 4.0 points greater than the national disadvantaged pupils and FSM pupils are 0.9points greater than school average. (2016) 90 Year 1 & 2 children attended a weekly on a rolling program in Mathletics club		
Maths: Purchase Numicon equipment for use across school- to support & improve performance of disadvantaged pupils	£1396.64	Numicon equipment purchased Supported children from Foundation Stage –Key Stage 2.		
Additional training of staff for Speech and Language – running vocabulary groups throughout the school Invest in Talk Matters	£2,000	Talk Matters training began in October (see initial report) rolled out across school (follow up report Jan 2017) Children are encouraged to talk in full sentences, sit 'body calm', to be active listeners and speakers. This has begun to impact in all classes.		
Increase number of ipads as a tool for learning	£15,000	15 iPads have been purchased along with charging trolleys.		
1:1 Tutoring from Peters Trust - improve	£3,000- maths £3000- English	Summer term 2017 for Y5 pupils		
Additional classes – boosting before and after school groups	£1,000	Programme of revision for SATs for disadvantaged children		
Investment in after school clubs	£500	Weekly Football sessions paid for by school		
Additional funding to support school trips and residential visits	£1000	We firmly believe as a school that it is vitally important that all our pupils, especially our most vulnerable financially benefit from experiences they otherwise may not have- this includes the residential to Herd Farm, theatre visit, History days, Big Sing. The impact of this kind of work is difficult to quantify but we believe it is vital to the child's overall broad and balanced education.		
Targeted parents' meetings and support in key skills	£500	D:Side e safety and drug talk offered to parents.		

Additional materials & Training to support writing within the school	£2,000	<p>Teacher training by Jane Considene on 'The Write Stuff'. The whole writing structure in school has changed, including the planning and delivery. The teachers report that improvements can be seen already in the way children structure their sentences and writing.</p> <p>School 75% at standard or above KS1</p> <p>Pupil Premium writing results 2017 KS1</p> <table border="1" data-bbox="1015 436 1485 625"> <thead> <tr> <th data-bbox="1015 436 1161 567">Number of children</th> <th data-bbox="1161 436 1331 567">Percentage Attaining expected standard or better</th> <th data-bbox="1331 436 1485 567">Working at greater depth (110+)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1015 567 1161 625">10</td> <td data-bbox="1161 567 1331 625">70%</td> <td data-bbox="1331 567 1485 625">20%</td> </tr> </tbody> </table> <p>School 77.5% at standard or above KS2</p> <p>Pupil Premium writing results 2017 KS2</p> <table border="1" data-bbox="1015 913 1331 1071"> <thead> <tr> <th data-bbox="1015 913 1161 1043">Number of children</th> <th data-bbox="1161 913 1331 1043">Percentage Attaining expected standard or better</th> </tr> </thead> <tbody> <tr> <td data-bbox="1015 1043 1161 1071">17</td> <td data-bbox="1161 1043 1331 1071">53%</td> </tr> </tbody> </table>	Number of children	Percentage Attaining expected standard or better	Working at greater depth (110+)	10	70%	20%	Number of children	Percentage Attaining expected standard or better	17	53%
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Music tuition –	£500	Increased number of children accessing violin & viola										
Contribute to themed weeks- to provide free/subsidised experiences for disadvantaged children during themed weeks	£1,500	We firmly believe as a school that it is vitally important that all our pupils, especially our most vulnerable financially benefit from experiences they otherwise may not have- this includes the residential to Herd Farm, theatre visit, History days, Big Sing. The impact of this kind of work is difficult to quantify but we believe it is vital to the child's overall broad and balanced education.										
Purchase Lexia reading support program , home & school access	£3000	To improve reading skills of disadvantaged children impacting upon raised progress and attainment levels.										
Purchase pre cursive handwriting	£40.50	This has ensured that a consistent approach to handwriting can be seen right across school.										
Wordshark/Numbershark For targeted support of underperformance	£1200	A Targeted group has been led by the AHT										

Summer school contribution to High school to support vulnerable pupils transition	£500	Funding Corpus Christi – 3xPP attended through the summer to improve transition and give them experiences they otherwise wouldn't have.
EEF- Schools programme to improve outcomes for pupils	£7,150 (over 2 yrs)	This has been used to enhance the experiences of the children in Y6 so that they gain experiences to write about. This has included owls visit, climbing wall, theatre groups.
Additional support staff to run interventions and support underperforming pupils.	£20,000	Programme of revision for SATs for disadvantaged children