



External Pupil Premium Review St. Clare's Catholic Primary School, Bradford 23rd March 2017

Context and scope of the review

St. Clare's is a one-form entry primary school located in Fagley, Bradford. The school has 192 pupils on roll from Reception to year 6. 38.3% of these pupils are eligible for the Pupil Premium Grant (PPG), which equated to £92,481 in the 2016-17 financial year. This is an increase of £6,025 from the 2015-16 financial year when the school received £86,456.

Characteristics of disadvantaged (PP) pupils and outcomes across the school

The table below shows the distribution of pupils across the school. The distribution of disadvantaged pupils is uneven across the school, with the proportion varying significantly between cohorts: years 6 and 2 have the highest proportion of disadvantaged pupils (52.3% and 51.7% respectively), with reception having the lowest proportion (13.3%). The percentage of disadvantaged pupils in the school as a whole is 38.3%. A high proportion of disadvantaged pupils are also pupils with SEND: across the school, 45 pupils are on the SEND register (23%), 22 of these pupils are also disadvantaged, which equates to 49%. The proportion of SEND pupils who are also disadvantaged varies across cohorts from 45.5% in year 6 to 23% in year 5.

There is one LAC pupil in the school, who is currently in year 6. The pupil joined St. Clare's when she was in year 3.

The large majority of the school's population are from lower income families: 68.7% being in the lowest quintile, 54% being in the lowest decile of deprivation. The school's largest demographic group is white British, however there is a good mix of diversity with large groups of Pakistani heritage pupils, some black British pupils, and some pupils from traveller and other backgrounds. Three years prior, the school expanded its intake from 20 pupils per cohort to 30. When the school had an intake of 20, many new pupils, often from highly vulnerable families, were admitted mid-year. Many of these pupils had high levels of needs, academically and in terms of emotional health and mental wellbeing.



The recent introduction of Universal Free School Meals (UFSM) in KS1 has had a negative impact on the proportion of pupils recorded as disadvantaged in EYFS and KS1. The school also feels that there is a large proportion of pupils across the school that very narrowly miss the criteria for receiving the pupil premium grant.

Distribution of pupils eligible for the PPG across the school						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number: 4/30 Percentage: 13.3% SEND & PP: 0, 0%	Number: 12/30 Percentage: 40% SEND & PP: 3, 25%	Number: 15/29 Percentage: 51.7% SEND & PP: 5, 33.3%	Number: 8/30 Percentage: 26.7% SEND & PP: 3, 37.5%	Number: 7/27 Percentage: 25.9% SEND & PP: 3, 42.9%	Number: 13/30 Percentage: 43.3% SEND & PP: 3, 23%	Number: 11/21 Percentage: 52.3% SEND & PP: 5, 45.5%

Percentage of pupils in EYFS achieving GLD July 2016	
National all pupils	69%
National non-FSM	72%
FSM pupils (10)	70%
Non-FSM pupils (20)	55%
Difference in attainment	+15%
Difference between school FSM and national other	-2%

Disadvantaged pupils (FSM) achieved better than non-FSM in July 2016, with GLD for disadvantaged pupils being 70% compared with 55% for non-FSM, a +15% difference in attainment. Disadvantaged pupils at the school achieved broadly inline with the national comparator group of non-FSM pupils (-2%) and slightly higher than GLD national average for all pupils (69%). The school attributes the attainment of disadvantaged pupils in 2016 to a smaller cohort and feels that outcomes are very dependent on the characteristics of different cohorts year-on-year.



Year 1 phonics outcomes July 2016 % passing screening	
National all pupils	81%
National other	83%
Disadvantaged pupils (12)	75%
Other pupils (18)	78%
Difference within school attainment	-3%
Difference between school disadvantaged and national other	-8%

Broadly speaking, disadvantaged and other pupils achieved very similar phonics screening results (-3% difference). The difference between disadvantaged pupils in the school and other pupils nationally is slightly larger, at 8%. Pupils are taught phonics throughout KS1 in small groups for 20 minutes each day. Letters and Sounds, Phonics Play and Jolly Phonics materials are used. Phonics support has recently been extended to continue into KS2 with the introduction of streamed spelling groups based on ability between years 3-6; the lower groups accessing phonics provision.

In year 2, 67% of disadvantaged pupils met the expected standard for phonics in July 2016, this compares to 80% of disadvantaged pupils nationally, and 95% for other pupils nationally. However, this data relates to a small number (6) of pupils.

KS1 outcomes July 2016			
	Reading	Writing	Maths
National all pupils	74% ARE, 24% GDS	65% ARE, 13% GDS	73% ARE, 18% GDS
National other	78% ARE, 27% GDS	70% ARE, 15% GDS	77% ARE, 20% GDS
Disadvantaged pupils (6)	33% ARE, 0% GDS	17% ARE, 0% GDS	17% ARE, 0% GDS
Other pupils (27)	76% ARE, 14% GDS	76% ARE, 14% GDS	81% ARE, 14% GDS
Difference within school attainment	-43% ARE, -14% GDS	-59% ARE, -14% GDS	-64% ARE, -14% GDS
Difference between school disadvantaged and national other	-45% ARE, -27% GDS	-53% ARE, -15% GDS	-60% ARE, -20% GDS



At KS1, there are differences in attainment between disadvantaged and other pupils within the school. For reading, writing and maths the differences in pupils achieving ARE are -43%, -59% and -64% respectively. There is a -14% difference in the proportion of pupils achieving GDS in all three subjects. The differences between the proportion of disadvantaged pupils within the school achieving ARE and others nationally is similar to the previous comparison: -45%, -53% and -60% for reading, writing and maths respectively. However, the difference increases when comparing GDS: -27%, -15% and -20%. The data above suggests that the school would benefit from focusing on writing and maths support for disadvantaged pupils in KS1, as this was where the attainment difference was most significant in this cohort.

KS2 outcomes July 2016				
	Reading	Writing	Maths	RWM
National all pupils	66% ARE, 19% GDS	75% ARE, 15% GDS	70% ARE, 17% GDS	53% ARE, 5% GDS
National other	72% ARE, 23% GDS	79% ARE, 19% GDS	76% ARE, 20% GDS	60% ARE, 7% GDS
Disadvantaged pupils (12)	42% ARE, 0% GDS	58% ARE, 0% GDS	42% ARE, 0% GDS	42% ARE, 0% GDS
Other pupils (24)	50% ARE, 17% GDS	75% ARE, 0% GDS	58% ARE, 17% GDS	42% ARE, 0% GDS
Difference within school attainment	-8% ARE, -17% GDS	-17% ARE, = GDS	-16% ARE, -17% GDS	=
Difference between school disadvantaged and national other	-30% ARE, -23% GDS	-21% ARE, -19% GDS	-34% ARE, -20% GDS	-18% ARE, -7% GDS

In KS2, the difference in attainment between disadvantaged pupils and other pupils in the school, and between disadvantaged pupils and other pupils nationally is smaller than the difference at KS1. Disadvantaged pupils achieved best in writing: 58% achieving ARE, and least well in maths where 42% achieved ARE, this was a -34% difference compared with other pupils nationally. No disadvantaged pupils achieved GDS in any subject, this was true also at KS1.



Teaching and learning

Year group(s)	Support/intervention	Impact
Year 1	Ginger bear (speech and language): 3 out of 5 children participating are PP, 60%	Teachers report positive impact in class. Where possible, consider how impact can be measured quantitatively, for example in months progress in reading, number of high frequency words a pupil can write and read.
Year 1	ELS: 5/12 children, 42% are PP	
KS1	Better reading:	
LKS2	ELS: 4/6 children attending are PP, 67%	
LKS2	Wave 3: 4/6 children attending are PP, 67%	
Year 4	Toe-by-toe: 2/3 children attending are PP, 67%	
Year 5	Corrective teaching / additional core learning support: 6/8 children participating, 75%, are PP	
Year 6	Corrective teaching / additional core learning support: 10/11 children attending are PP, 91%	
Year 6	Toe-by-toe: 4/5 children participating are PP, 80%	
All year groups	Bespoke enrichment project work linked to class topics, for example creating canopic jars linked to Egyptians topic in year 5. PP pupils work in groups of 4 or less with learning mentor in 30-45 minute weekly sessions on a rolling programme	Learning mentor keeps written record of pupil's progress. Pupils have opportunity to access language rich environment, encouraging the use of subject-specific vocabulary related to their topic. Positive impact on confidence and self esteem as pupils share their work with the class. Consider asking pupils to self assess (for



		example on a scale of 0-10 on confidence, independence, cooperative working etc.) before and after each project to support with measuring impact.
All years groups	SALT, one day every two weeks. Works with pupils on a 1-2-1 basis and in small groups on a range of S&L programmes, including support for pupils with ASD and those with stammers. Work continued by TAs and teachers in class. 8/10 pupils working with the SALT are PP (80%).	SALT reports evidence that pupils have made good progress in relation to their individual areas of need.

Personal development, behaviour, safety and welfare

Attendance 2016				
	% of sessions missed due to overall absence		% persistent absence (10%+)	
	National	School	National	School
All pupils	3.9	5.7	8.8	16.0
FSM pupils	5.2	6.9	15.1	18.8
Non FSM pupils	3.4	5.0	6.2	14.0
Difference between school FSM and national non-FSM	-3.5		-3.7	

The school identifies attendance as a focus and employs a learning mentor who works closely with disadvantaged pupils and their families. The learning mentor also leads on attendance and regularly meets with parents to offer support to improve their children's attendance and punctuality. This support also involves a meeting with a governor at the second stage. Individual reward systems are put in place for pupils who have attendance below 80%: the learning mentor is currently working with ten such pupils, eight of which (80%) are from disadvantaged backgrounds.



The learning mentor also meets with parents to offer support on individual issues, for example to discuss sanctions given to pupils and to increase engagement with school. The learning mentor regularly meets with up to three parents daily to offer such support.

Breakfast club

The learning mentor runs a popular breakfast club from 7.45am-8.45am that provides breakfast items and helps ensure pupils have a positive start to their school day. Activities that pupils can engage in range from an art/craft table, to educational computer games, reading and a social table. 52% of pupils attending breakfast club are pupil premium pupils.

Lunchtime club

Children who have difficulties with their behaviour during lunchtime are supported to develop social skills in the lunchtime club. Pupils engage in activities such as making friendship cake and bespoke 1-2-1 work to address individual issues such as anger management. Parents are kept informed of their child's progress during lunchtime club provision.

Parents group

A parents group that aims to increase family engagement in education is ran by the learning mentor. Parents complete craft activities and also learn parenting skills in an informal context. 50% of parents attending are from disadvantaged families.

Pupil voice

Two PP pupils, from years 2, 3 and 6 (six in total) enthusiastically articulated their experience of school. The open, enthusiastic, and engaging nature of the pupils must be commented on and is a credit to the school.

- All pupils were able to comment on what they liked most about school and their favourite lessons. Pupils liked a range of subjects and talked about their interests in topic work, events such as World Book Day and learning new skills in science and art. A year 6 pupil talked enthusiastically about how she found peer editing to be useful in improving her English writing work.
- When asked to talk about something they liked less about school, four pupils gave reasons such as work being “too hard” or difficult as to why they didn't like a particular lesson. The Headteacher and Deputy commented how they felt that pupils would benefit from work to develop their resilience. I have included *The Resilient Classroom* by Young Minds as an attachment with this report that the school may find useful.
- All pupils except one said that they enjoyed reading and were able to name a favourite book. Two of these books were ones that pupils had enjoyed as a class text. One boy in year 2 described how his parents would help him with reading “only when the words are *very* tricky.”



- All pupils had a very good awareness of education beyond secondary school. Pupils in year 2 had an initial understanding of university, and those in year 3 and 6 were able to talk about college followed by university.
- All but one pupil had clear aspirations for the future; ambitions ranging from an artist to a vet, farmer, hairdresser, football player, author and journalist. One pupil in year 6 talked enthusiastically about how she had a poem published in a children's anthology when she was in year 2. This had clearly fostered her love of writing and helped motivate her towards her future ambition.
- All pupils clearly communicated that they generally enjoyed school very much. A suggestion of having a school sports team to compete with other schools was made by a year 6 pupil.

Leadership and management

The school breaks down its PPG expenditure into four broad areas: actions focused on the curriculum; social emotional and behavioural issues; enrichment beyond the curriculum; and families and communities. The main strategies on the 2016-17 plan were discussed.

Review of 2016-17 strategy			
Strategy	Cost	Number of PP pupils	Evaluation
Actions focused on the curriculum Additional KS2 teacher 0.5 Additional HLTA KS1 Additional HLTA KS2 (80%) Additional TA EYFS 0.5	£22,800 £22,600 £17,900 £8,000 £71,300	Staff work across the classes with PP and non-PP pupils	HLTAs and TAs provide effective support in class and through interventions. The school does not currently use pre and post intervention assessments to measure impact directly. Consider reviewing the pupils each member of staff works with to ensure that the PPG is being used to give disadvantaged pupils additional support.
Actions focused on social emotional and behavioural issues Learning mentor (small enrichment groups linked to current class topic work) HLTA behavioural support work	£16,500 £2,200 £18,700	The learning mentor works with pupils across the school, the very large majority of whom are disadvantaged pupils.	Highly effective individual support for social, emotional and behavioural needs. To enable impact to be evidenced and progress measured, consider introducing pupil self assessment (using 0-10 scales for individual development areas,



		The majority of the HLTA's behavioural support work is with disadvantaged pupils.	confidence for example) and holistic case studies containing half-termly or termly summaries on specific areas from teachers, TAs and the learning mentor.
Actions focused on enrichment beyond the curriculum Learning mentor – afterschool clubs HLTA – lunchtime clubs Residential/school visits subsidy	£2,400 £2,200 £3,000 £7,600	Afterschool clubs are well attended by disadvantaged pupils. The very large majority of the pupils supported through lunchtime club are from disadvantaged backgrounds.	Afterschool clubs provide enrichment opportunities that disadvantaged pupils might not otherwise have had access to. Continue prioritising PP pupils for places. Lunchtime club enable disadvantaged pupils to develop social skills beyond the PSHE curriculum and be ready to learn for afternoon lessons. Subsidising disadvantaged pupils' residential and school visits enables them to take part in enrichment activities without families having additional financial pressures.
Actions focused on families and communities Parental involvement worker (20%) Reading/writing resources for FS2 pre-entry School uniform	£5,000 £2,000 £3,000 £10,000	Large majority of parents supported are PP All pupils given resources All PP pupils given free uniform.	Parent support worker provides a vital link between school and disengaged families. 50% of parents attending parenting club are from disadvantaged backgrounds. PP funding should be used to provide <i>additional</i> resources for disadvantaged children, extra to those given to all pupils, consider using the PPG to purchase additional FS2 pre-entry resources. Providing school uniform helps foster engagement with education with families and pupils.



Reviewer's Summary of strengths and recommendations

Pupil characteristics and outcomes	
Strengths <ul style="list-style-type: none">Disadvantaged pupils in EYFS achieved broadly in-line with other pupils nationally in 2016 (-2%).Broadly speaking, disadvantaged and other pupils in school achieved similar on the year 1 phonics screening test in 2016 (-3%). The difference between in-school attainment of disadvantaged pupils and other pupils nationally in the year 1 phonics screening in 2016 was slightly higher at -8%.	Recommendations <ul style="list-style-type: none">Consider giving teachers a target to diminish the difference in Reading, Writing and Mathematics by a percentage point appropriate to the cohortCase studies of individual pupils would provide useful qualitative information about the impact of PP strategies.
Teaching and learning	
Strengths <ul style="list-style-type: none">Teachers and teaching assistants knew who the disadvantaged pupils were in their class and had a detailed understanding of their specific needsTopics in writing have been chosen specifically to enthuse and engage pupils in their learning. Pupils enjoyed articulating their learning around these topics	Recommendations <ul style="list-style-type: none">Ensure that all work is at an appropriate level of challenge, including work for more able pupils, so that all children are stretched and are given opportunities to progress to next stages of understandingTarget disadvantaged pupils for questioning and feedback during whole class teachingEnsure interventions have pre and post assessments to enable impact and pupil progress to be measured



Personal development, behaviour, safety and welfare

Strengths

- The learning mentor and HLTA work very well with disadvantaged pupils with social, emotional and behavioural needs. Bespoke individual programmes are put in place to support pupils in times of need, and lunchtime clubs enable the development of social skills and coping strategies.
- Parents access support from the learning mentor related to individual needs. They also benefit from a parenting club, which encourages engagement with school.

Recommendations

- Consider explicitly teaching skills for resilience, programmes such as *The Resilient Classroom* by Young Minds may be useful
- Consider investigating the Mosaic project (Prince's Trust) as a strategy to raise aspirations of specific groups of pupils, and projects by Leeds Trinity University (7-14 years) to further encourage aspiration
- Consider how the success of parenting club could be expanded, perhaps through offering basic literacy, numeracy or IT adult courses in collaboration with the local college. Cookery lessons have proved an effective way to engage parents in other schools, and have the bonus of encouraging healthy lifestyles.

Leadership and management

Strengths

- Leaders have a very in-depth knowledge of the complex range of needs of disadvantaged pupils and their families. Considerable time is dedicated to understand how best to support individual pupils
- All staff in the school have high standards and ambitions for all pupils, regardless of their background. This ethos continues to be championed by the Headteacher and her leadership team
- The school are currently reviewing pupil tracking systems, with the view to implement a new detailed tracking system, giving teachers more ownership over the analysis of groups of pupils, in the near future.

Recommendations

- Consider using the template strategy document from the TSC to support with writing your PPG strategy for the coming financial year
- Include measurable success criteria, linked to pupil outcomes where appropriate, to enable impact of strategies to be measured and value for money to be assessed

Reviewer: Fay Gingell, Head of School Improvement, One Education



St. Clare's Catholic
Primary School

OneEducation
Putting children first



St. Clare's Catholic
Primary School

OneEducation
Putting children first