

Context of school Context of school for Pupil Premium 2016-2017

St Mary Queen of Martyrs Voluntary Catholic Academy is a one and a half form entry situated on the Bransholme Estate in Hull. The school has a mixture of diverse economic backgrounds and is situated in an area of high deprivation.

Our Catholic ethos permeates our school community. We have a strong belief that every child is created as a unique individual with an abundance of talents. They all have the potential to flourish in these gifts if given the right opportunities. As such, our vision is to instil in all children, regardless of abilities or background, a drive to succeed, achieve and believe—we have high aspirations for all. The strong, positive and respectful relationships between all staff and children are at the heart of our school. The holistic needs of our children are paramount and our drive is to meet these, in whatever way we can, in order for them to truly realise their full potential. Pupil Premium funding facilitates our beliefs and visions by enabling us to provide the highest quality education for all. We are committed to raising standards for all our pupils with the aim that they complete their primary education journey with confidence, resilience, pride and above all, having reached their full potential. We aim for them to be equipped for a continuous and fruitful life-long education.

As a result of our commitment to raising standards for all, in 2013- 2014 we were recognised by David Laws MP (Minister for State Education) for the excellent progress and achievements of our Pupil Premium funded children. As a school, we were rated within the top 250 schools nationally for accelerated progress for attainment of our disadvantaged children from KS1 to the end of KS2.

Again we were recognised in 2014-2015 for the excellent progress of the disadvantaged pupils by Nick Laws (MP) as one of the highest achieving schools in the country for the attainment and progress of the disadvantaged pupils.

We believe that one of the biggest barriers to children's learning can be poverty of expectation and so are determined to create a climate that does not limit a child's potential in any way.

Key Facts

- Our school vision statement 'Be the best you can be, Jesus loves you always' is at the heart of teaching and learning.
- In 2013/2015, and we were within the top 250 schools nationally for raising attainment of our disadvantaged pupils.
- We are engaged in and committed to partnership working with a wide range of organisations, which strongly enhance our provision; a collaboration of Catholic schools within the Multi Academy Trust and the Bransholme partnership.
- The conversion to a Multi Academy Trust has enabled us to work closely with our family of Catholic schools to share good practice and support each other in our journeys to success.
- In 2014 the Key Stage Two disadvantaged pupil attainment gap had been narrowed and pupils were in line with their peers.
- In 2015, end of Key Stage Two results showed that Pupil Premium funded children achieved above national expectations in comparison with Pupil Premium funded children in other schools nationally
- In 2016, end of Key Stage Two results showed that Pupil Premium funded children achieved above the local authority and national average for Reading, Writing and Maths combined.

During our last Ofsted inspection in 2012, they concluded that:

"Pupils achieve well during their time in school. A view rightly held by the overwhelming majority of parents and carers. Pupils benefit from consistency in the quality of teaching through the school."

"A good start is made in the Reception classes. On entry, children have skills below those expected for their ages particularly in communication, language and literacy, and personal, social and emotional development. They make good progress so that by the time they start Year 1 and flourish due to good teaching and an exciting curriculum. Progress accelerates strongly through Years 3 to 6 and attainment at the end of Key Stage 2 is above average."

Recent Initiatives / Improvements since 2015:

- We are on a continuous and ever evolving journey to achieve Outstanding status.
- Performance of pupils in Key Stage 1 continues to show a trend of significant progress with achievement. In almost every area, achievement was above national expectations.

- Increased performance of disadvantaged pupil-attainment gap is closing significantly in KS1 and showing an improving trend in KS2.
- There is an improving trend in achievement in lower Key Stage Two.
- In Foundation Stage, children achieving a Good Level of Development showed a significant increase from the previous year and is above the National Average (having previously been below).
- Children meeting the required standard in phonics continue to be above national average.
- 98% of Year Two pupils (who didn't pass in Year One) met the required standard in phonics.
- Changes have been implemented to how Maths and English are taught throughout the school to meet the requirements of the New National Curriculum: two English/Maths class per year group instead of sets with smaller class sizes.
- Additional teachers have been deployed to facilitate this.
- New same day intervention programme has been introduced and facilitated by teachers to 'plug the gaps' in line with the New National Curriculum objectives.
- There have been significant changes to how children are assessed-new assessment procedures have been put in place.
- A comprehensive Continuing Professional Development package is in place for all staff with a new feedback policy to share and implement new initiatives/resources.
- Reading recovery programme (Lexia) continues to enhance progress in reading and has been extended to more children.
- Free breakfast club is offered to children partaking in the Lexia programme to encourage them to access support outside the school curriculum.
- Lexia programme set up for home use;
- Free breakfast club for poor/late attenders;
- Library area and Hull Library service (continue to improve and resource);
- Parent information evenings continue to inform parents on how to help their child/ren continue and has been extended by delivering a parent workshop on the New Curriculum and assessment arrangements.
- Year 6 booster for all children, used to assist with closing gaps between the old and new curriculum expectations;
- Year 6 one to one tuition: small groups of 4 children provided by teachers to assist with the demands of the new curriculum and to help meet end of year expectations.
- Read Write Inc Get Spelling online resource has been purchased to improve attainment in spelling throughout the school.
- A new reading programme has been purchased to support the New Curriculum and promote enjoyment of reading (Bug Club) to be used in school and home.
- Employment of additional teaching assistant to support in Year 6
- TAs deployed throughout the school to support in all Maths and English lessons;
- The introduction of the new EYFS and Key Stage 1 speech and language intervention programme (Talk Boost);
- Teaching Assistants partaking in GCSE equivalent maths training to enable them to fully meet the demands of the New national Curriculum up to Year 6;
- Introduction of new timetable throughout the school to fully maximise pupil output.

Objectives of Pupil Premium Spending

When making decisions about using pupil premium funding, our primary focus is on the needs of individual children and identifying their barriers to learning. This enables us to establish where targeted support is required and to resource this efficiently. Barriers may include low attendance and punctuality, behaviour difficulties, lack of confidence and independence, poor language and communication skills, complex home life issues and lack of parental engagement. We are resolute in our approach to direct spending to address such complexities and engage our pupils in a stimulating, exciting and purposeful learning journey. Our recent IDACI analysis, which measures the proportion of the population experiencing deprivation relating to low income, shows that 43% of our children live in the top 10% most deprived areas of the country.

Narrowing the gap between achievement of pupil premium funded children and their peers is at the top of our spending agenda. We aim for all pupils to make accelerated progress in core subjects, starting with identifying those children who start school with low attainment-early intervention is essential in these key areas.

We have identified some key principles, which we believe will maximise the impact of our pupil premium spending.

Key Principles

Building a supportive culture

As a school we will:

- Believe that every child has unique talents and we will encourage them to use these
- Have high expectations of all children
- Endeavour to remove barriers to learning and do this promptly
- Provide a safe, caring and positive school community with the Catholic ethos at the heart
- Support all staff to deliver high quality education to all pupils
- Provide pastoral support to pupils who require it

Data Analysis

We will ensure that:

- All staff are trained adequately in new assessment procedures and are given time to assess pupils' work accurately
- All staff are responsible for their data and are aware of what they need to do ensure that Pupil Premium pupils make progress in line with their peers
- Ensure staff have adequate training to ensure they can confidently analyse data, set targets and plan intervention according to the needs of the children they teach
- Gaps in learning and knowledge are identified and dealt with swiftly through the use of 'cold' and 'hot' tasks
- Rigorous performance management targets help drive progress and achievement
- Pupil progress meetings are held at the end of each term to monitor progress and where necessary, half termly for under performing groups
- All staff are aware of pupil premium children (including TAs) and know how to effectively deploy staff/resources to support their learning
- All pupil premium funded children (of any ability) benefit from spending-gifted children are challenged to exceed their year group expectations

Improving day to day teaching

We will ensure that all teaching remains at least good and above and appropriate action plans are put in place where support is needed to achieve this:

- Provide teachers with high quality resources to support teaching and learning
- Adapt the working day to meet the demands of the new curriculum
- Use new assessment procedures to track progress and achievement and target specific groups of pupils

We aim to maintain our high standards by:

- Setting extremely high expectations of behaviour, work ethic and presentation of work
- Introduce peer mentoring /lesson monitoring
- Ensure policies are routinely evaluated as a result of scrutiny of work/lesson monitoring and Head Teacher/Assistant Head Teacher drop-ins
- Share good practice using a robust CPD programme for teachers and TAs
- Provide performance management procedures for all Teaching Assistants
- Work collaboratively within the Multi Academy Trust and Bransholme Partnership to moderate work and assess accurately
- Ensure that intervention is rigorous for children who need to close gaps in learning (same day intervention), for children who have Special Educational Needs and to provide challenge for children who are exceeding their year group expectations

As a school we have decided to:

- Focus more on specific year group expectations in line with the New National Curriculum
- Split every year group into two groups for Maths and English lessons so that they are all following their year group expectations-class sizes are smaller

- As such, we have set aspirational targets with the expectations in achievement of our SEN pupils being raised significantly-all pupils are targeted to reach the end of year expectations at minimum (master the curriculum)
- Children who are identified early as showing mastery of their year group expectations, are targeted as exceeding within their curriculum year group-they are challenged to gain a greater depth of knowledge and apply this independently
- TA support is available in almost every Maths and English class throughout the school
- Greater focus more on productivity within lessons by having a rigorous scrutiny of work programme and using this to evidence to inform on how children are progressing within their year group expectations
- Introduce a new, more efficient marking policy where children are given immediate feedback to continually address misconceptions and move children forward in their learning

Individual support packages

We will ensure that the additional support we provide is effective by:

- Focusing on the individual needs of each child and identifying gaps in learning to provide same day intervention
- Ensuring additional support staff and class teachers communicate regularly by recording intervention and using new assessment systems within school
- Tailoring interventions to the needs of the child-personalised learning using data and teacher’s professional judgement.
- Review progress and personal provision on a regular half termly basis
- Phase leaders to regularly feedback in SLT.

Funding priorities

Our priority is to have aspirational targets for all so that all children master their end of year expectations (regardless of particular circumstances), with some exceeding these. We aim to facilitate this through the delivery of high quality teaching, using our outstanding teachers to support and mentor others. In line with the New National Curriculum, we are focused on ensuring all teachers and teaching assistants are confident and competent in their delivery of objectives through extra training opportunities and regular in-house training.

Through changing the structure to lessons, we aim to raise standards in maths, reading and in particular, writing across the school. Using Pie Corbett Talk for Writing programme, we will continue to inspire children to write and apply this in other subjects through cross-curricular writing. We have a strong focus in ensuring pupils are successful in their application of grammar, spelling and punctuation-in particular, to have this as an emphasis in Key Stage One. In Maths, all children are given the opportunity to reason with exceeding children provided with deep, rich, complex problem solving tasks. All children will be able to understand and articulate their learning through the use of and through ‘cold’ and ‘hot’ tasks.

We aim to closely monitor and improve the attainment of all vulnerable groups to ensure that they meet their end of year expectations.

Number of Pupils and pupil premium grant (PPG)received	
Total Number of pupils on roll	309
Total number of pupils eligible for PPG (deprivation)	74
Estimated Deprivation PPG received (£1320per pupil)	£97,680
Service Child – pupils eligible	5

Estimated Service Child PPG received (£300 per pupil)	£1,500
Care Premium – pupils eligible	2
Estimated Care Premium received (£1900 per pupil)	£3,800
Estimated Total Amount of PPG received	£102,980
Total PPG Expenditure by school	£98,681

Year group	Item / project	Cost	Objective	Impact/Review																								
Year 6	Booster Classes for all children in Year Six from February half term (Mornings)	£1323.60	To diminish the different between PP funded pupils and non-PP pupils by making sure they are "secondary ready".	Autumn Review Y6 On Track or better (PP vs Non-PP) <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>78%</td> <td>94%</td> </tr> <tr> <td>Reading</td> <td>72%</td> <td>85%</td> </tr> <tr> <td>Writing</td> <td>72%</td> <td>85%</td> </tr> </tbody> </table>		PP	Non-PP	Maths	78%	94%	Reading	72%	85%	Writing	72%	85%												
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Year 6	Breakfast Club booster class SATs week (4 days) for 12 weeks.	£110.54	Pupil premium children invited for breakfast tuition and a free breakfast (18)																									
Year 6	Residential trip	£2790	To fund or partially fund pupil premium children on the residential trip to Kingswood.																									
Year 6	1-1 tuition	£2363	Pupil Premium children to receive 1-1 tuition to ensure progress from starting point and aim to meet ARE.																									
Year 6	Deployment of an extra staff member	£11,859.14	Pupil premium children taught in smaller groups, with the added teacher, for Reading, Writing and Maths.	Autumn Review Y6 On Track or better (PP vs Non-PP) <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>78%</td> <td>94%</td> </tr> <tr> <td>Reading</td> <td>72%</td> <td>85%</td> </tr> <tr> <td>Writing</td> <td>72%</td> <td>85%</td> </tr> </tbody> </table>		PP	Non-PP	Maths	78%	94%	Reading	72%	85%	Writing	72%	85%												
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Year 3/4	2 classes per year group/smaller classes	£14,163.20	Pupil Premium children taught in smaller groups (year group specific) with an extra teacher for Reading, Writing and Maths.	Autumn Review Y3 On Track or better (PP vs Non-PP) <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>94%</td> <td>85%</td> </tr> <tr> <td>Reading</td> <td>94%</td> <td>79%</td> </tr> <tr> <td>Writing</td> <td>88%</td> <td>76%</td> </tr> </tbody> </table> Autumn Review Y4 On Track or better (PP vs Non-PP) <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>67%</td> <td>85%</td> </tr> <tr> <td>Reading</td> <td>75%</td> <td>93%</td> </tr> <tr> <td>Writing</td> <td>67%</td> <td>93%</td> </tr> </tbody> </table>		PP	Non-PP	Maths	94%	85%	Reading	94%	79%	Writing	88%	76%		PP	Non-PP	Maths	67%	85%	Reading	75%	93%	Writing	67%	93%
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Year 1/2	Deployment of a Phase Leader for smaller year group classes.	£2472.61	Pupil Premium children taught in smaller groups (year group specific) using an extra teacher for Reading, Writing and Maths.	Autumn Review Y1 On Track or better (PP vs Non-PP) <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>91%</td> <td>96%</td> </tr> <tr> <td>Reading</td> <td>73%</td> <td>93%</td> </tr> <tr> <td>Writing</td> <td>73%</td> <td>79%</td> </tr> </tbody> </table> Autumn Review Y2 On Track or better (PP vs Non-PP) <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>80%</td> <td>92%</td> </tr> <tr> <td>Reading</td> <td>60%</td> <td>92%</td> </tr> <tr> <td>Writing</td> <td>80%</td> <td>97%</td> </tr> </tbody> </table>		PP	Non-PP	Maths	91%	96%	Reading	73%	93%	Writing	73%	79%		PP	Non-PP	Maths	80%	92%	Reading	60%	92%	Writing	80%	97%
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Year 1/2	Higher Level TA used as fifth phonics set in Year One	£1164.99	To increase the percentage of Pupil Premium children meeting the required Phonic Screening standard.	Impact will be seen later in the term, but smaller groups for the teaching of phonics is proving more positive.
Whole school	Purchasing of new resources for Breakfast Club	£400	Purchase "Lego Therapy" to support Pupil Premium children with emotional and social needs. Purchasing exciting new resources to entice Pupil Premium children to attend breakfast club.	
Whole school	Breakfast club staffing	£1278.70	Pupil Premium children to engage in healthy, active exercise as part of the school's Healthy Eating award.	
Whole school	TA providing Lexia club every morning	£2093.70	Pupil Premium children to attend free breakfast club to improve their reading skills.	
Whole school	Various trips related to curriculum topics	£3530	To fund or partially fund extra wider curriculum opportunities that are linked to topic work.	
SENCo/SEN	2 day per week for SLT staff	£6496.65	To provide release time for new SENCo to meet with SEN/Pupil Premium children regarding their progress, well-being and achievement.	
Parent meetings	2 per phase, ½ day planning	£324.62	To engage with parents and help inform the process of how to help their child at home.	
Whole school	Teacher/TA intervention throughout the school	£8940	Yr 6 small group intervention for Pupil Premium children by a staff member (linked to Reading, Writing and Maths – working on closing the gap). The same will happen with the children in Years 3 and 4 & in Years 1 and 2.	
Whole school	ICT club	£1765	To provide the Pupil Premium children the opportunity to use technology that they may not have access to at home and continue their learning with "Coding".	
Whole school	Real Books scheme	£1000	To give Pupil Premium children access to "real books". Pupils to choose these books at their level to encourage a love of reading.	The level of excitement in reading is evident through pupil voice. Still early days to prove true impact, but we do have non- reading reading!
Whole school	Teachers providing same day intervention/pre-learning	£26898.30	To provide 'pre-learning' for the Pupil Premium children (so the learning is more accessible for the next sequence of lessons) and to practise basic skills.	
Whole School	Big Maths Online	£456	To provide Pupil Premium children the opportunities to practise their mental and oral maths skills by repetition and reinforcement.	
Whole School	Valley Road Data Analysis Software	£953.10	Provide all staff with the training on "Valley Road" (new assessment package) so staff can easily track progress of Pupil Premium pupils.	Staff are becoming more confident in using the new tracking system and using the analysis to plan for intervention for the PP pupils.
FS/Phase 1	Resources for RWI	£1200	Provide new resources to help staff improve the phonic learning outcomes.	
Whole School	Attendance rewards treat	£800	To appoint a new attendance officer – to track Pupil Premium children who are late attendees and persistent absentees, also to meet with liaison with parents.	
Whole School	% of time for the Child Protection Officer	£2498.06	Provide an opportunity the Safeguarding Protection officer to follow up late attenders and to assist with bringing persistent absentees into school.	

We will continually review, analyse and reflect on our budgeting/spending throughout the year to ensure that funding is directed appropriately and successfully. Our drive is to ensure that every penny has an impact on our pupil premium funded children to ensure that they can 'be the best that they can be'.