

Context of school Context of school for Pupil Premium 2014-2015

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.

As a Catholic Academy, we have every child's needs at the centre of what we do. We aim high and set ambitious and challenging targets for both staff and our children. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

Because of rigorous assessment and dedication of all our staff, in 2013 we were recognised by David Laws MP (Minister for State Education) for our achievements with our Pupil Premium children. As a school, we were rated within the top 250 school nationally for accelerated progress for attainment of our disadvantaged children from KS1 to the end of KS2.

We believe that one of the biggest barriers for children 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 motto 'Be the best you can be, Jesus always loves you' is the basis of all our expectations.
- In 2013/14 we were within the top 250 schools nationally for raising attainment of our disadvantaged pupils 2013/14
- We are engaged in and committed to partnership working with a wide range of organisations which strongly enhances our provision (a collaboration of catholic schools within the MAT and the Bransholme partnership.
- The conversion to a Multi Academy Trust will enable us to work closely with our family of Catholic schools, improving provision, staff training and procurement of resources.
- KS2 2014, disadvantaged pupil attainment gap had been narrowed and pupils were in line with their peers.

"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. Progress accelerates strongly through Years 3 to 6 and attainment at the end of Key Stage 2 is above average." Ofsted 2012

Recent Initiatives / Improvements since 2013

- We aim high and are working towards being an 'Outstanding School'.
- Performance in KS1 has significantly improved bringing the school broadly in line with National Averages
- Increased performance of disadvantaged pupils
- There is an improving trend of attainment across the school.
- Consistently high phonic screening score
- Additional Level 4 teaching assistant used to support intervention within class
- Additional teachers in phase 1 and 2 to create 4 sets for Maths and Literacy
- Rigorous teacher led intervention programme introduced from EYFS through to KS2
- Use of an online assessment tool to track all groups of children
- Comprehensive CPD package for all staff
- Revision to the behaviour policy ensuring all behaviour is good or better (report card system, play equipment sourced to improve playtimes)
- Introduction of Numicon for lower ability sets
- Introduction of Read Write Inc. (RWI) into KS1
- RWI recovery programme for lower sets KS2
- Reading recovery programme (Lexia) to support lower attainers in reading

- Free breakfast club for poor/late attenders
- Library area and Hull Library service (continue to improve and resource)
- Parent information evenings to inform parents of how to help their child
- Year 6 booster for all children, used to 'plug the gaps'
- Year 6 one to one tuition, small groups of 4 children given extra support to children attaining level 4+
- Level 6 Maths intervention
- Improved sports provision coach mentoring for staff and extracurricular clubs
- RWI Get Spelling to improve the spelling across the school to support with the new GPS KS2 test.
- Dedicated teacher (s) to support with intervention throughout the day.

Objectives of Pupil Premium Spending

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations and as they move through the school and the gap between the Pupil premium children and their peers is eradicated.

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

Key Principles

Building a supportive culture

As a school we will:

- Always believe in every child
- Expect the same of every child no matter what their background
- Find a solution to learning barriers
- Develop a safe, caring and positive working ethos

Data Analysis

We will ensure that:

- All staff are responsible for their data
- Ensure staff are able to interpret data and set targets and plan intervention
- Gaps are identified and dealt with swiftly
- Rigorous performance management targets help drive achievement
- Pupil progress meetings are held at the end of each term to monitor progress
- All staff are aware of pupil premium children (including TAs)
- All pupil premium children benefit from spending , not just low attainers

Improving day to day teaching

We will continue to ensure that all teaching remains good/outstanding and where teaching is weak, interventions are put in place. We aim to maintain our high standards by:

- Setting high expectations
- Introduce peer mentoring / observations
- Ensure policies old and new are routinely evaluated via book scrutiny, observations and Headteacher drop ins
- Share good practice using a robust CPD programme for teachers and TAs
- Work collaboratively within the MAT and Bransholme Partnership for moderation and levelling

Ensuring that intervention is carried out on a need by need basis and conducted by a teacher.

As a school we decided to

Move the emphasis from upper KS2 to lower KS2 and KS1 to ensure that gaps are narrowed earlier.

- KS1 have 4 sets to help with the growing demands of numbers and diversity.
- Maintain the 4 sets within lower KS2 to build on the KS1 progress.
- Use the Intervention manager to take focused groups of children according to need and support in upper KS2 with Literacy and Maths.
- Make the assessment co-ordinator and Pupil Premium co-ordinator the same.

Individual support packages

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

- Looking at the individual needs of each child and identifying their barriers to learning building on the previous year and where little progress has been made taking quick corrective steps to put this right.
- Ensuring additional support staff and class teachers communicate regularly
- Using Phase Leaders to provide high quality interventions across their phases
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson)
- Review progress and personal provision on a regular half termly basis
- Phase leaders to regularly feedback in SLT.

Funding priorities

Our aim this year is to ensure that we continue on our journey towards outstanding, supporting teachers to ensure their teaching is always good. We want raise standards in reading among the lower attaining / poor attaining children using Lexia. To improve the standards in spelling using the RWI Get Spelling and embed Pie Corbett, Talk for Writing to enthuse children to become confident independent writers. Regular CPD is delivered during staff meetings to help continually raise expectations and develop teacher's skill set across the curriculum.

We aim to maintain and improve the attainment of all vulnerable groups and ensure that the percentage of pupils working at age related expectations increase within each year group.

Number of Pupils and pupil premium grant (PPG)received

Total Number of pupils on roll	311
Total number of pupils eligible for PPG (deprivation)	83
Estimated Deprivation PPG received (£1300 per pupil)	£107,900
Service Child – pupils eligible	9
Estimated Service Child PPG received (£300 per pupil)	£2,700
Care Premium – pupils eligible	5
Estimated Care Premium received (£1900 per pupil)	£9,500
Estimated Total Amount of PPG received	£120,100
Total PPG Expenditure by school	£120,390 (Overspend £290)

Year group	Item / project	Cost	Objective	Outcome																																
Year 6	Booster Classes for HA and LA. 9 week programme (Mornings)	£4,900	To narrow the gap between Pupil premium and non-Pupil Premium and to ensure the MA PP children exceed targets.	<table border="1"> <thead> <tr> <th></th> <th>Level 4 %</th> <th>Level 4b+ %</th> <th>Level 5+ %</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>90</td> <td>82</td> <td>9</td> </tr> <tr> <td>Writing</td> <td>63</td> <td>55</td> <td>36</td> </tr> <tr> <td>Maths</td> <td>90</td> <td>64</td> <td>18</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>RWM Combined</th> <th>Level 4+</th> <th>Level 4b+</th> <th>Level 5 +</th> </tr> </thead> <tbody> <tr> <td></td> <td>64%</td> <td>55%</td> <td>9%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>BEP</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30</td> </tr> <tr> <td>Writing</td> <td>20</td> </tr> <tr> <td>Maths</td> <td>40</td> </tr> </tbody> </table>		Level 4 %	Level 4b+ %	Level 5+ %	Reading	90	82	9	Writing	63	55	36	Maths	90	64	18	RWM Combined	Level 4+	Level 4b+	Level 5 +		64%	55%	9%	BEP	%	Reading	30	Writing	20	Maths	40
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Year 6	Breakfast Club booster class SATs week (4 days)	£900	100% of PP chn to attend every morning. Increase punctuality and attendance of poor attenders to 100% Provide extra tuition in Maths for 30 minutes daily.	<p>100% uptake on breakfast club this helped with attendance for poor attenders which increased by 5% during the SATs term (90% - 95%)</p> <table border="1"> <thead> <tr> <th></th> <th>APS progress</th> <th>Level 4+</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>6.2</td> <td>90%</td> </tr> </tbody> </table>		APS progress	Level 4+	Maths	6.2	90%																										
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Year 6	France residential trip	£3000	To provide a cultural experience for all PP children that develops language and social skills.	90% up take on France trip. Children were experienced the French language culture and food. In addition, it built up personal relationships and confidence. 2 of the PP had never been abroad before and France was their first experience.																																
Year 6	1-1 tuition	£2,200	To narrow the gap between Pupil premium and non-Pupil Premium and to ensure the MA PP children exceed targets.	<table border="1"> <thead> <tr> <th></th> <th>Attainment APS</th> <th>Progress KS1 – KS2 (APS)</th> <th>Progress this year (APS)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28.0</td> <td>14.4</td> <td>4.8</td> </tr> <tr> <td>Writing</td> <td>26.4</td> <td>13.5</td> <td>4.4</td> </tr> <tr> <td>Maths</td> <td>28.7</td> <td>15.3</td> <td>6.2</td> </tr> </tbody> </table>		Attainment APS	Progress KS1 – KS2 (APS)	Progress this year (APS)	Reading	28.0	14.4	4.8	Writing	26.4	13.5	4.4	Maths	28.7	15.3	6.2																
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Year 5/6	Intervention programme throughout the year using TAs and boosting	£14,200	30% children to make at least good progress 4APS 100% to make 3 APS Narrow the ARE gap between PP and Non PP (85% @ ARE)	<table border="1"> <thead> <tr> <th>Subject</th> <th>% YR5 @ ARE</th> <th>% 3APS</th> <th>% 4APS</th> <th>% YR6 @ ARE</th> <th>% 3APS</th> <th>% 4APS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>64%</td> <td>90%</td> <td>27%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td>55%</td> <td>46%</td> <td>9%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Maths</td> <td>55%</td> <td>46%</td> <td>18%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Subject	% YR5 @ ARE	% 3APS	% 4APS	% YR6 @ ARE	% 3APS	% 4APS	Reading	64%	90%	27%				Writing	55%	46%	9%				Maths	55%	46%	18%							
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Year 5	London Trip	£600	To provide a cultural experience for all PP children that develops language and social skills.	100% of PP chn attending. Chn learned about the countries' capital city including all famous landmarks. 50% of trip subsidised for each PP child.																																
Years 5	1 – 1 Tuition Autumn Term	£1,100	Accelerate progress and bring in line with peers. 85% to be on track for ARE by Summer end.	<table border="1"> <thead> <tr> <th>Subject</th> <th>% on track for ARE (Autumn term)</th> <th>% at ARE Summer end</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>63%</td> <td>63%</td> </tr> <tr> <td>Writing</td> <td>63%</td> <td>63%</td> </tr> <tr> <td>Maths</td> <td>55%</td> <td>55%</td> </tr> </tbody> </table>	Subject	% on track for ARE (Autumn term)	% at ARE Summer end	Reading	63%	63%	Writing	63%	63%	Maths	55%	55%																				
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Year 3/4	Intervention programme for 1 year, including 5 th Maths and Literacy set including TA support and TAs for intervention.	£22,520	100% of PP chn to make 3 APS in Reading, Writing and Maths. 30% 4APS 85% to be at ARE in the summer term.	<table border="1"> <thead> <tr> <th>Subject</th> <th>% YR3 @ ARE</th> <th>% 3APS</th> <th>% 4APS</th> <th>% YR4 @ ARE</th> <th>% 3APS</th> <th>% 4APS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>89%</td> <td>89%</td> <td>55.6 %</td> <td>69%</td> <td>62%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>78%</td> <td>66.6%</td> <td>33.3 %</td> <td>54%</td> <td>69%</td> <td>7%</td> </tr> <tr> <td>Maths</td> <td>89%</td> <td>78%</td> <td>67%</td> <td>77%</td> <td>46.2%</td> <td>0%</td> </tr> </tbody> </table>	Subject	% YR3 @ ARE	% 3APS	% 4APS	% YR4 @ ARE	% 3APS	% 4APS	Reading	89%	89%	55.6 %	69%	62%	15%	Writing	78%	66.6%	33.3 %	54%	69%	7%	Maths	89%	78%	67%	77%	46.2%	0%				
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Year 1/2	Intervention programme for 1 year, including 5 th Maths and Literacy set including TA support and TAs for intervention.	£20,370	100% of PP chn to make 3 APS in Reading, Writing and Maths. 30% 4APS 85% to be at ARE in the summer term.	<table border="1"> <tr> <th>Subject</th> <th>% YR1 @ ARE</th> <th>% 3APS</th> <th>% 4APS</th> <th>% YR2@ ARE</th> <th>% 3APS</th> <th>% 4APS</th> </tr> <tr> <td>Reading</td> <td>92%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Writing</td> <td>85%</td> <td>100%</td> <td>100%</td> <td>75%</td> <td>100%</td> <td>75%</td> </tr> <tr> <td>Maths</td> <td>92%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </table>	Subject	% YR1 @ ARE	% 3APS	% 4APS	% YR2@ ARE	% 3APS	% 4APS	Reading	92%	100%	100%	100%	100%	100%	Writing	85%	100%	100%	75%	100%	75%	Maths	92%	100%	100%	100%	100%	100%							
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Lexia	Lexia including resources/training /staffing	£5,100	100% to make at least 3 APS 30% to make 4 APS	<table border="1"> <tr> <th>Subject / Average APS progress</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> <tr> <td>Reading LEXIA</td> <td>6.5</td> <td>5</td> <td>3.5</td> <td>4</td> <td>5.3</td> <td>5.7</td> </tr> </table>	Subject / Average APS progress	Y1	Y2	Y3	Y4	Y5	Y6	Reading LEXIA	6.5	5	3.5	4	5.3	5.7																					
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Reading LEXIA	6.5	5	3.5	4	5.3	5.7																																	
Curriculum trips	Various trips related to curriculum topics	£800	To provide children with extra wider curriculum opportunities linked to the curriculum.	100% up take on curriculum trips PP Chn subsidised up to 50% of actual cost.																																			
Additional release time for Progress meetings / Data analysis	2 day per week for SLT staff	£6,500	To provide release time to support with SEN/PP. Liaise with parent's Teachers and pupils. To carry out periodic progress meetings.	<p>3 termly pupil progress meetings taken place between teacher, head and one SLT member. Meetings held with parents as a result of PP meetings to give feedback and ways forward for children whom are deemed to be falling behind. Termly progress feedback to SLT and staff – action plans put in place to ensure gap in attainment is narrowed.</p> <table border="1"> <thead> <tr> <th colspan="7">Progress for the year (APS)</th> </tr> <tr> <th></th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>5.8</td> <td>5.8</td> <td>3.4</td> <td>3.0</td> <td>3.5</td> <td>4.8</td> </tr> <tr> <td>Writing</td> <td>5.3</td> <td>4.9</td> <td>2.9</td> <td>2.8</td> <td>2.5</td> <td>4.4</td> </tr> <tr> <td>Maths</td> <td>5.9</td> <td>6.2</td> <td>2.9</td> <td>2.2</td> <td>2.2</td> <td>6.2</td> </tr> </tbody> </table>	Progress for the year (APS)								Y1	Y2	Y3	Y4	Y5	Y6	Reading	5.8	5.8	3.4	3.0	3.5	4.8	Writing	5.3	4.9	2.9	2.8	2.5	4.4	Maths	5.9	6.2	2.9	2.2	2.2	6.2
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Parent meetings	2 per phase, ½ day planning	£1,000	To engage with parents and help inform the process of how to help their child at home.	<ul style="list-style-type: none"> Parents provided with up to date information regarding the new National Curriculum. Given information to take home with the new changes for each year group as well as additional support information for parents to do with their children at home. <table border="1"> <thead> <tr> <th>Year</th> <th>Attendance %</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>43</td> </tr> <tr> <td>Y2</td> <td>33</td> </tr> <tr> <td>Y3</td> <td>24</td> </tr> <tr> <td>Y4</td> <td>24</td> </tr> <tr> <td>Y5</td> <td>38</td> </tr> <tr> <td>Y6</td> <td>30</td> </tr> </tbody> </table>	Year	Attendance %	Y1	43	Y2	33	Y3	24	Y4	24	Y5	38	Y6	30																					
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Intervention groups TJ/CR	Full salaries for both	£21,000	To provide intervention throughout the day for specific groups of children primarily PP with SEN or falling behind.	<table border="1"> <thead> <tr> <th colspan="3">Progress for the year (APS)</th> </tr> <tr> <th></th> <th>Y2</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>5.8</td> <td>4.8</td> </tr> <tr> <td>Writing</td> <td>4.9</td> <td>4.4</td> </tr> <tr> <td>Maths</td> <td>6.2</td> <td>6.2</td> </tr> </tbody> </table> <p>CR and TJ combined intervention in Spring – Summer 1 (Yr6) CR/TJ combined intervention Summer 1 (Yr2)</p>	Progress for the year (APS)				Y2	Y6	Reading	5.8	4.8	Writing	4.9	4.4	Maths	6.2	6.2																				
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Impact of Pupil Premium Spending 2014-15

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium