



Pupil Premium Funding 2016.17

Context of the school 2017:

- 5% of children are eligible for Free School Meals (FSM), compared to 18% for Leeds primary Schools and 14% for state-funded primary schools nationally.
- 15% attract pupil premium funding, compared to 25% nationally in 2016.
- 18% of children are from Black and Minority Ethnic (BME) backgrounds, compared to 35% for Leeds primary schools and 32% for state-funded primary schools nationally.
- 8% of children have English as an additional language (EAL), compared to 21% for Leeds primary schools and 21% for state-funded primary schools nationally.
- 10% of children have special educational needs (SEN), compared to 14% for Leeds primary schools and 13% for state-funded primary schools nationally in 2016. 1.5% of children who attend the school live in an area classed as being amongst the 20% most deprived in England.

Pupil Premium

The Pupil Premium funding that is received by the school annually is used in a variety of ways in order to improve pupil attainment and to help overcome any barriers to learning. We have utilised strategies from 'Narrowing the Gap' and the Sutton Trust EEF toolkit, which have been researched and analysed extensively, to inform us of the best ways to use this money.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all of our pupils.
- We ensure that swift and appropriate provision is made for pupils belonging to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged and/or are of a vulnerable nature.



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- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions/support/enhancements at any one time.

Provision:

The ranges of provision the governors may consider include:

- Providing small groups with an experienced teacher / teaching assistant focussed on overcoming gaps in learning.
- 1:1 provision.
- Additional teaching and learning opportunities provided through learning mentors, experienced TAs or external agencies.
- All of our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations.
- Pupil Premium resources may also be used to target more able children on FSM to achieve L3 at the end of KS1 and L5 at the end of KS2.
- The governors are committed to finding bespoke provision to narrow the gap for socially disadvantaged pupils.

For more information on the Pupil Premium, please visit:

<http://www.education.gov.uk/schools/pupilsupport/premium>

Governors target the grant to:

- Provide cover for teachers to attend at half-termly in-depth consultation meetings with the SLT to discuss ways to accelerate progress, using agreed 'structured conversations' to provide a coherent format. Vulnerable children, including those that are eligible for Pupil Premium funding, will be discussed in depth.
- Fund targeted interventions, planned and delivered throughout school by teachers or teaching assistants.
- Fund high quality training for teaching assistants on to support interventions and whilst working in the classroom.
- Nurture training and provision.
- Individual tutoring for identified individuals in basic skills.
- Booster groups for vulnerable pupils prior to KS2 SATs.
- The purchase of subscriptions to online literacy / numeracy resources.
- Purchase high interest, low reading ability books for identified groups across school.
- Fund wrap-around care where appropriate.
- Run after school sports coaching sessions.
- Contribute to the Wider Opportunities music tuition scheme.
- Fund visits to school such as theatre groups, music opportunities, planetarium etc.
- Subsidise residentials and visits out of school to allow access for pupil premium children.

This is not an exhaustive list and staff will provide bespoke support to meet the needs of all individuals.



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Registered Office: St. Mary's Catholic High School, Bradford Road, Menston, LS29 6AE

Pupil Premium Grant allocation for 2016-17 = £42,195

KS1 % achieving the expected standard: Pupil Premium	Reading	Writing	Maths	RWM
St Joseph's Catholic Primary School, Otley Disadvantaged	60.0%	40.0%	60.0%	40.0%
St Joseph's Catholic Primary School, Otley Other	87.0%	78.3%	87.0%	78.3%
Leeds Disadvantaged	53.6%	41.4%	52.8%	37.0%
Leeds Other	74.2%	65.5%	73.8%	60.9%
Early National Disadvantaged				
Early National Other				

At KS1 60% of the pupils eligible for the pupil premium grant achieved the expected standard in Reading and Maths, however only 40% achieved the expected standard in Writing, capping the RWM indicator at 40% - just above the equivalent figure for Disadvantaged children in Leeds. The attainment of the 'Other' children in the year group is higher than that of 'similar' children in Leeds.

Average Scaled Scores: Disadvantaged	Reading	GPS	Maths
St Joseph's Catholic Primary School, Otley Disadvantaged	96.3	99.7	97.9
St Joseph's Catholic Primary School, Otley Other	107.4	108.7	106.6
Leeds Disadvantaged	99.7	102.2	100.2
Leeds Other	105.0	106.8	105.1
Early National Disadvantaged			
Early National Other			

Data Source: Perspective Lite August 2017

% achieving the expected standard: Disadvantaged	Reading	GPS	Maths	Writing TA	RWM
St Joseph's Catholic Primary School, Otley Disadvantaged	42.9%	71.4%	57.1%	57.1%	28.6%
St Joseph's Catholic Primary School, Otley Other	87.0%	78.3%	78.3%	82.6%	69.6%
Leeds Disadvantaged	52.3%	60.6%	56.1%	55.9%	38.9%
Leeds Other	74.5%	81.1%	78.7%	77.2%	64.3%
Early National Disadvantaged					
Early National Other					

Data Source: Perspective Lite August 2017

At KS2 in this relatively small group of children, there is an unfortunate mix of some children who achieved the expected standard in Reading, but not Maths and vice versa. This has led to the combined RWM measure being much lower than any of the individual subject figures - and well below the equivalent figure for Leeds.



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