



**All Saints Catholic Primary School**  
**Pupil Premium Impact Statement for 2016-17**

All Saints received £196,698 in 2016/17 as its Pupil Premium Grant.

Staff and governors agreed that the grant should be used to realise the following ambitions:

- **Improved performance in curriculum tests**
- **Increased participation and engagement in the wider curriculum**
- **Excellent attitudes, ambition and aspiration for future well-being**

The following pages explore the impact that the grant had in addressing these areas in 2016-17

## Impact on Performance in Curriculum Tests

All Saints Pupil Premium Strategy Statement 2016/17 stated that “Staff and Governors believe that spending should be used to improve performance in curriculum assessments.” Consequently, a proportion of the Pupil Premium allocation was spent on mentoring Y6 pupils and providing additional learning support through 1:1 or small group intervention strategies for pre-teaching and consolidation of learning.

Table 1.1

### Key stage 2 disadvantaged

This is revised data for 2016/2017.

 [Print this page](#) 

### Average progress for disadvantaged pupils in reading, writing and maths

[▶ Help with progress scores](#)



	Reading	Writing	Maths
	<a href="#">Explore data in detail</a>	<a href="#">Explore data in detail</a>	<a href="#">Explore data in detail</a>
Progress score for disadvantaged pupils	<b>-0.01</b>	<b>-1.24</b>	<b>1.58</b>
Confidence interval 	-2.67 to 2.65	-3.83 to 1.34	-0.83 to 3.98
National average for non-disadvantaged pupils 	0.33	0.18	0.28
Number of disadvantaged pupils	21	21	21

Table 1.1 above shows that the impact of spending to provide additional tuition and mentoring for disadvantaged students in Y6 is that, as a group, they have made better than expected and better than National Average progress in Maths. Their progress in Reading is in line with expectations.

Table 1.2

**Average progress in reading by prior attainment**

Prior attainment	Low ?		Middle ?		High ?	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	10	6	29	11	18	4
Score	1.68	1.05	-1.42	-0.85	-2.08	0.71
National average ?	0.00	0.47	0.00	0.34	0.00	0.28
Difference ?	1.68	0.58	-1.42	-1.19	-2.08	0.43
Confidence interval ?	-2.18 to 5.54	-3.93 to 6.03	-3.69 to 0.84	-4.53 to 2.83	-4.96 to 0.79	-5.39 to 6.81

Just over half of the Disadvantaged pupils were in the middle prior attainment group. Their progress in Reading was in-line with expectations and better than that of *all pupils* in that group.

Disadvantaged pupils in both low and high prior attainment groups made better than expected progress.

Table 1.3

**Average progress in writing by prior attainment**

Prior attainment	Low ?		Middle ?		High ?	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	10	6	29	11	18	4
Score	0.70	-0.04	-0.40	-0.73	-2.63	-4.46
National average ?	0.00	0.47	0.00	0.17	0.00	0.13
Difference ?	0.70	-0.51	-0.40	-0.90	-2.63	-4.59
Confidence interval ?	-3.05 to 4.45	-4.88 to 4.80	-2.60 to 1.80	-4.30 to 2.84	-5.42 to 0.17	-10.39 to 1.47

Just over half of the Disadvantaged pupils were in the middle prior attainment group. Their progress in Writing was in-line with expectations. Progress of pupils in the low prior attainment group was also in-line with expectations in writing. However, the progress of the 4 pupils in the high prior attainment group was lower than expected.

Table 1.4

**Average progress in maths by prior attainment**

Prior attainment	Low ?		Middle ?		High ?	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	10	6	29	11	18	4
Score	2.75	3.27	-0.48	1.25	-2.66	-0.08
National average ?	0.00	0.58	0.00	0.30	0.00	0.20
Difference ?	2.75	2.69	-0.48	0.95	-2.66	-0.27
Confidence interval	-0.74 to	-1.23 to	-2.52 to	-2.07 to	-5.26 to	-5.59 to
?	6.23	7.77	1.57	4.58	-0.06	5.44

In Maths the progress of all disadvantaged groups was better than expected.

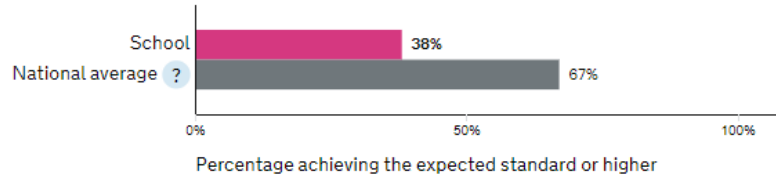
Table1.5

## Reading, writing and maths combined

### Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 21

[View as table](#)



### Prior attainment of pupils achieving the expected standard or higher

Prior attainment	Low ?		Middle ?		High ?	
	All	Dis	All	Dis	All	Dis
Number of pupils	10	6	29	11	18	4
Percentage	0	0	38	36	94	100
National average ?	7	8	56	60	95	96
Difference ?	-7	-8	-18	-23	0	4

Table 1.5 shows that the % of disadvantaged pupils at All Saints achieving the expected standard or higher in all three subjects is low compared to the National Average for all pupils except for the high prior attainment group.




## End of KS2 Progress Measures 2015/16 compared with 2016/17

### All Pupils 2015/16

#### Key stage 2

This is validated data for 2015/2016.





#### Progress in reading, writing and maths

	Reading	Writing	Maths
School progress score	<b>-3.80</b>	<b>-1.34</b>	<b>-1.65</b>
Confidence interval	-5.40 to -2.20	-2.92 to +0.23	-3.01 to -0.29
Well above national average (about 10% of schools in England)			
Above national average (about 10% of schools in England)			
Average (about 60% of schools in England)			
Below national average (about 10% of schools in England)			
Well below national average (about 10% of schools in England)			
Number of pupils	59	61	59

### All Pupils 2016/17

#### Progress in reading, writing and maths

► [Help with progress scores](#)

	Reading <a href="#">Explore data in detail</a>	Writing <a href="#">Explore data in detail</a>	Maths <a href="#">Explore data in detail</a>
School progress score	<b>-1.09</b>	<b>-0.90</b>	<b>-0.60</b>
Confidence interval 	-2.70 to +0.53	-2.47 to +0.67	-2.06 to +0.86
Well above national average (about 10% of schools in England)			
Above national average (about 10% of schools in England)			
Average (about 60% of schools in England)			
Below national average (about 10% of schools in England)			
Well below national average (about 10% of schools in England)			
Number of pupils	57	57	57

Overall, there was an improvement in the progress of all pupils in Reading, Writing and Maths compared to 2015/16. 2016/17 results were in the average band nationally. The greatest improvements were made in Reading and Maths.

## Key stage 2 disadvantaged

This is validated data for 2015/2016.

### Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	<b>-4.55</b>	<b>-2.37</b>	<b>-1.03</b>
Confidence interval	-6.87 to -2.22	-4.62 to -0.12	-3.01 to +0.94
National average for non-disadvantaged pupils	+0.33	+0.12	+0.24
Number of disadvantaged pupils	28	30	28

2016/17

## Progress of Disadvantaged Group

**Key stage 2 disadvantaged**

This is provisional data for 2016/2017.

### Average progress for disadvantaged pupils in reading, writing and maths

[Help with progress scores](#)

	Reading <a href="#">Explore data in detail</a>	Writing <a href="#">Explore data in detail</a>	Maths <a href="#">Explore data in detail</a>
Progress score for disadvantaged pupils	<b>-0.02</b>	<b>-1.24</b>	<b>+1.56</b>
Confidence interval <a href="#">?</a>	-2.68 to +2.64	-3.83 to +1.35	-0.84 to +3.97
National average for non-disadvantaged pupils	+0.33	+0.17	+0.28
Number of disadvantaged pupils	21	21	21

Compared to 2015/16 the progress measures for Disadvantaged pupils show considerable improvement, particularly in Reading and Maths.



Table 1.6 below shows Attainment and Progress Data for Disadvantaged pupils at the end of KS2 in 2017.

The impact of this spending has been to reduce the gap between the attainment of Disadvantaged Pupils in cohort 2017 and All pupils nationally when compared with Cohort 2016. The average scaled score in both reading and writing for this group of pupils is above 100, the expected scaled score for pupils at National Standard. All Saints acknowledges that there is still work to be done with future cohorts in order to further reduce the attainment gap. More than half of the group have made better than expected progress from KS1 in Reading, Writing and Maths.

Table 1.6

<b>Attainment and Progress of Disadvantaged Pupils at End of KS2 (58 pupils in the cohort )</b>				
<b>Attainment of Disadvantaged Pupils in Cohort 2017</b>	<i>21 Pupils eligible for PP</i>	<i>National (all pupils)</i>	<i>Gap to National 2017</i>	<i>Gap to National 2016</i>
<b>% achieving expected standard in reading, writing and maths</b>	38%	67%	-29%	-40%
<b>% achieving expected standard in reading</b>	57%	77%	-20%	-44%
<b>% achieving expected standard in writing</b>	52%	81%	-29%	-29%
<b>% achieving expected standard in maths</b>	62%	80%	-18%	-25%
<b>% achieving expected standard in Grammar, Punctuation and Spelling</b>	57%	82%	-25%	-45%
<b>Average Scaled Score in Reading</b>	101.5	105.4	-3.9	-8.1
<b>Average Scaled Score in Maths</b>	103.6	105.3	-1.7	-4.0
<b>Average Progress Score in reading</b>	-0.02	+0.33	-0.35	
<b>% Making Expected progress or better in Reading</b>	55%			
<b>Average Progress Score in writing</b>	-1.24	+0.17	-1.41	
<b>% Making Expected progress or better in Writing</b>	55%			
<b>Average Progress Score in maths</b>	+1.56	+0.28	+1.28	
<b>% Making Expected progress or better in Maths</b>	65%			

Table 1.7 below shows attainment of disadvantaged pupils at the end of KS1.

On entry to Reception the disadvantaged group was 33% of this cohort. Within this group only 5% were at or above the expected level on entry to Reception in Literacy and for Prime areas with 25% at or above expectations on entry for Maths.

From this very low starting point pupils have made considerable progress towards age related expectations (progress in writing is notably slower).

**Table 1.7**

<b>1. Attainment and Progress of Disadvantaged Pupils at End of KS1 (54 pupils in the cohort)</b>			
<b>Attainment of Disadvantaged Pupils in Cohort 2017</b>	<i>14 Pupils eligible for PP</i>	<i>National (all pupils)</i>	<i>Gap to National</i>
<b>% achieving expected standard in reading</b>	64%	79%	-15%
<b>% achieving expected standard in writing</b>	36%	72%	-36%
<b>% achieving expected standard in maths</b>	50%	79%	-29%

**Increased participation and engagement in the wider curriculum**

All Saints offers pupils a wide range of extra-curricular activities. Whilst the majority take place after the school day ends, a rising number begin at 8am.

Clubs are well attended. See below for participation data.

In 2016-17, 1,402 places at extra-curricular clubs were attended. 264 of these places were accessed by

Sports	Languages	Music	Reading	Creativity	Other
LFC Morning Sports Club	KS1 French	KS2 Vocal Group	KS1 8am Morning Club	Lego Club	Makaton & Rhyme
Cross Country	Greek Language	Community Band	KS2 8am Reading Club		Maths Club
Y1 & 2 Football	KS2 French	Let's Play	Y6 Homework Club		Chatterbox Club KS1
Dodgeball	KS2 Mandarin	Gospel Choir			
Y5 & 6 Football	KS2 Spanish	Choir			
Multisport Y3 & 4	KS2 German Club				
Basketball Y5 & 6					
Basketball Y3 & 4					
Quicksticks					
Athletics Club					
Multisports (Sports Alive)					
Gymnastics Club 8am					

pupils eligible for FSM- approximately 19% of the up-take.

The percentage of FSM6 pupils for 2016-17 was 26% compared to 24% national. Data indicates therefore that a significant number of FSM6 eligible pupils are accessing extra-curricular activities.

### **Excellent attitudes, ambition and aspiration for future well-being**

Good attendance at school is a precursor to future academic success and a positive attitude to attendance is encouraged in all pupils. The school works closely with other agencies to improve overall attendance rates.

Table 3.1

In the last academic year some progress has been made towards improving attendance rates of Pupil Premium pupils, however, further improvements are required and in particular there is a need to reduce the number of persistent absentees in this group. Steps have been taken to address this in the Pupil premium Strategy for 2017-18.

Attendance data for

Attendance (Data applies to pupils eligible for FSM)	2015/16				2016/17			
	School		Sector		School		Sector	
	FSM	Not FSM	FSM	NOT FSM	FSM	NOT FSM	FSM	NOT FSM
<b>% Attendance</b>	90.8	95.7	93.6	96.1	91.2	95.0	93.6	96.1
<b>% Persistent Absentees</b>					31.9	12.1	21.4	7.0

At All Saints pupils engage in a broad and balanced curriculum. Pupil premium funding is used to ensure all pupils are included and that a variety of educational opportunities are offered including out of school visits, theatre companies, specialist speakers and organisations to work with pupils (eg anti-gang education).

**Conclusion**

*The substantial funding that All Saints received in 2016/17 has been used wisely to support disadvantaged pupils in their learning and personal development.*

*Whilst there is still a gap in the number of disadvantaged pupils attaining the expected standards, progress measures indicate that pupils are moving forward in their learning at an accelerated rate narrowing the gap to the attainment of all pupils.*

*Increased self-confidence and independence enables pupils to not only engage and participate in the wider curriculum but also to make a positive contribution. Pupils have developed skills in business management through a Healthy Tuck Shop Team and take the lead in fund-raising activities .*

*Running through the All Saints curriculum is the development of 5 key characteristics: Resilience, Independence, Communication, Creativity and Curiosity. Acquisition of these characteristics serves to better prepare children for the next phase of their learning.*

*In 2017-18 All Saints will continue to strive towards raising the attainment and progress profile of all disadvantaged pupils to further narrow the gap with all pupils nationally.*