



PUPIL PREMIUM REVIEW

2018-19 for

**St Malachy's RC Primary
School**

20th and 21th March 2019

ABSTRACT

This analysis has been carried out following a two day school visit to observe practice, interview staff and pupils, using the data supplied by the school, the ASP Summary Report and The Inspection Data Summary Report 2018.

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National Leader of Education

National Pupil Premium Reviewer

Context of St Malachy's RC Primary School

- NOR – School Roll: 238 (Year N – Year 6).
- Number of pupils eligible for PP funding: 119 pupils. PP as percentage of school roll: 51.2%, which is well above national average (NA).
- The proportion of pupils from minority ethnic groups is well above NA at 60.5%.
- The proportion of EAL pupils is well above NA at 29.5%.
- The proportion of pupils with SEN support is 9.4%.
- The deprivation is in the highest 20% in England.
- The current Headteacher has been in post since September 2014.
- The school also has an experienced non class based Deputy Head, two other members of the senior leadership team and 3 experienced middle leaders who attend SLT meetings.
- Since the last Ofsted inspection (April 2018) the school has appointed 2 new teachers. One of these is an NQT.
- The School is part of the North Manchester Initial Teacher Training Partnership and have successfully trained 6 teachers over the past 3 years. The school has a further one teacher training within school this year. Two of these teachers are now RQT's within school.
- The school building hosts The Lalley Centre – run by Salford Diocese's charitable organisation, Caritas. This provides advice, access to support and welfare services, and food distribution to families from the school and the local community.
- A Pupil Premium Review of the school has been commissioned due to the large proportion of disadvantaged pupils and a decision taken by the Headteacher to externally validate the school's use of the PPG.

Summary headlines

Strengths	Areas of Development
<ul style="list-style-type: none"> ■ The Headteacher and Deputy Head have tackled emerging issues across the school, including those pupils who are disadvantaged to ensure they make expected progress across the curriculum, particularly high attainers in Writing and Maths. ■ Leaders' plan to use the pupil premium funding with increasing effectiveness to help disadvantaged pupils in Reading, Writing and Mathematics. ■ The SLT have a clear vision, direction and plan for the use and impact of pupil premium funding. ■ The school has a detailed action/expenditure plan to have clear success criteria and Impact milestones to highlight the impact of the Pupil Premium Grant. ■ The plan also includes a strategy and rationale including the use of historical interventions to ensure all actions are effective. ■ The SLT ensure all teachers track and assess key groups of pupils including disadvantaged pupils in core subjects. ■ Leaders have strategic termly pupil progress meetings to track progress and attainment of all groups of children, including disadvantaged pupils. ■ The Headteacher and Deputy Head are developing a team of middle leaders as part of the School Development Plan to increase the effectiveness of 	<ul style="list-style-type: none"> ■ Historical data shows standards of attainment by disadvantaged pupils achieving the higher standard in Reading, Writing and Maths combined lag behind other pupils nationally at KS2. ■ Internal data of current pupils show that the gap between disadvantaged and non-disadvantaged pupils has narrowed in most year groups, however this is not yet consistent throughout the school. ■ Although pupil attendance has improved over a three-year trend, the gap between disadvantaged and non-disadvantaged pupils has not rapidly narrowed. ■ The school did present governing body minutes that relate to impact of pupil premium funding. However, more detailed evidence of Governing Body minutes, Headteacher Reports, Link Governor visits to show senior leaders are being challenged and held to account would be of benefit. ■ The school website is not compliant for reporting PPG expenditure and does not illustrate and report the Pupil Premium Grant expenditure and impact in accordance with national guidelines year on year. ■ The schools Pupil Premium Action plan could include a clear strategy and rationale (including the use of EEF) to ensure all interventions are effective.

teaching, learning and assessment and leadership and management.

- The school has purchased a new tracking system to make them more effective in identifying key groups of underperformance in all subjects.
- The progress of all pupils, including those who are disadvantaged make has improved across the school particularly in Reading. This is because of a whole school initiative involving the vast majority of interventions taking place before school. (Early bird/Lexia interventions)
- Leaders ensure all staff are deployed effectively to meet the needs of all groups of children, including disadvantaged pupils.
- The school employs an additional Maths specialist to improve the Numeracy skills of the lowest performing KS2 pupils to improve outcomes.
- The school employs an additional support member of staff to increase the adult/pupil ratio to improve the percentage of children achieving a Good Level of Development at the end of EYFS.
- Leaders effectively use part of the PPG to employ a therapeutic inclusion room worker who works very effectively to improve the emotional development, learning and behaviour of vulnerable pupils, including those who are disadvantaged.
- The school have developed the role of an existing member of the SLT to include the responsibility of inclusion, safeguarding and

pastoral lead to remove barriers to learning. Some of which may include early help support, effective multi-agency referrals, identification of particular learning need or reduction of behaviour incidents.

- The SLT recognise that the progress of higher attainers, particularly disadvantaged pupils needs to be accelerated.
- All year groups were observed, books in Literacy and Numeracy were also scrutinised. Generally the standard of work showed parity when comparing children from disadvantaged backgrounds to all other pupils within the school.
- Children's attitudes to learning, personal development, behaviour and welfare were extremely positive and relationships between staff and pupils are a real strength of the school.
- In 2018, EYFS the proportion of pupils achieving levels of GLD were at or above the national average.
- In Year 1, 97% of pupils achieved the expected standard in the Year 1 Phonic Test, 14% above the national average.
- In Year 2, the proportion at or above the expected standard in KS1 for Reading, Writing and Maths was at or above national average.
- The school has a three-year trend of improvement in pupil attainment in Reading and is above national expectations for Maths and Writing at KS2.

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| <ul style="list-style-type: none">■ The progress children make is inline or above national expectations in Maths and Writing and significantly above in Reading at the end of KS2.■ The school has a designated member of the Governing Body responsible for the PPG. She has also received training on the key aspects of pupil premium governance. | |
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Main priorities for improvement

- Regularly review and adapt PPG actions to rapidly narrow the gap in attainment between disadvantaged pupils and other pupils nationally, particularly for Writing and Maths
- Ensure the link governor with responsibility for pupil premium expenditure and its impact, regularly challenges and hold senior leaders to account.
- Ensure that the schools website is regularly updated to enable parents to see the impact of how the school uses the PPG and its positive impact upon disadvantaged pupils each year.
- Review and adapt PPG actions to maintain high levels of pupil attendance and rapidly narrow any gap between disadvantaged and non-disadvantaged pupils.

2018 KS2 R, W, M Combined Attainment, Expected or Higher Standard by PAG

School	67%
National for Non - Disadvantaged %	70%
Difference %	-3%

- Proportions of disadvantaged pupils attaining the expected or higher standard were generally **in line** other pupils nationally in Reading, Writing and Mathematics combined.

	Low		Middle		High	
	All	PP	All	PP	All	PP
Cohort	3	3	15	12	7	2
School %	67	67	73	67	100	100
National %	7	9	59	63	95	96
Difference %	59	58	15	4	5	4

- Proportions of low PAG disadvantaged pupils attaining the expected or higher standard were **significantly above** other pupils nationally in Reading, Writing and Mathematics combined.
- Proportions of middle and high PAG disadvantaged pupils attaining the expected or higher standard were **above** other pupils nationally in Reading, Writing and Mathematics combined.

2018 KS2 R, W, M Combined Attainment Higher Standard by PAG

School	0%
National for Non - Disadvantaged %	12%
Difference %	-12%

- Proportions of disadvantaged pupils attaining the higher standard were **below** other pupils nationally in Reading, Writing and Mathematics combined.

	Low		Middle		High	
	All	PP	All	PP	All	PP
Cohort	3	3	15	12	7	5
School %	0	0	0	0	43	0
National %	0	0	2	2	28	30
Difference %	0	0	-2	-2	15	-30

- Proportions of high PAG disadvantaged pupils attaining the higher standard were **significantly below** other pupils nationally in Reading, Writing and Mathematics combined.

2018 KS2 Reading Attainment

	Expected or Above		High	
	All	PP	All	PP
Cohort	25	17	25	17
School %	93	89	41	28
National %	75	80	28	33
Difference %	18	9	13	-5

- Proportions of disadvantaged pupils attaining the expected standard were **above** other pupils nationally in Reading.
- Proportion of disadvantaged pupils attained the higher standard were **below** other pupils nationally in Reading.

2018 KS2 Writing Attainment

	Expected or Above		High	
	All	PP	All	PP
Cohort	25	17	25	17
School %	81	72	15	0
National %	78	83	20	24
Difference %	3	-11	-5	-24

- Proportions of disadvantaged pupils attaining the expected standard were **below** other pupils nationally in Writing.
- Proportions of disadvantaged pupils attaining the higher standard were significantly **below** other pupils nationally in Writing.

2018 KS2 Maths Attainment

	Expected or Above		High	
	All	PP	All	PP
Cohort	25	17	25	17
School %	85	78	19	6
National %	76	81	24	28
Difference %	9	-3	-5	-22

- Proportions of disadvantaged pupils attaining the expected standard were generally **in line** with other pupils nationally in Maths.
- Proportions of disadvantaged pupils attaining the higher standard were **significantly below** other pupils nationally in Maths.

2018 KS2 Reading Progress

	All	PP
School %	3.12	3.90
National %	0	0.31
Difference %	3.12	3.61

2018 KS2 Writing Progress

	All	PP
School %	0.28	0.12
National %	0	0.24
Difference %	0.28	-0.12

2018 KS2 Maths Progress

	All	PP
School %	1.06	0.33
National %	0	0.31
Difference %	1.06	0.02

- When compared to other pupils, the proportion of disadvantaged pupils' making KS2 progress in Reading was **well above** disadvantaged pupils' nationally.
- When compared to other pupils, the proportion of disadvantaged pupils' making KS2 progress in Maths was generally **in line** with non-disadvantaged pupils nationally.
- When compared to other pupils, the proportion of disadvantaged pupils' making KS2 progress in Writing was generally **in line** with non-disadvantaged pupils nationally.

2019 Current Attainment - Y1

	Reading ARE/GD	Writing ARE/GD	Maths ARE/GD
Non	83%/33%	80%/26%	80%/26%
PP	73%/9%	73%/9%	73%/18%
Difference %	-10%/-24%	-7%/-17%	-7%/-8

2019 Current Attainment - Y2

	Reading ARE/GD	Writing ARE/GD	Maths ARE/GD
Non	87%/30%	83%/30%	80%/20%
PP	81%/31%	87%/25%	75%/18%
Difference %	-6%/1%	4%/-5%	-5%/-2%

2019 Current Attainment - Y3

	Reading ARE/GD	Writing ARE/GD	Maths ARE/GD
Non	78%/32%	75%/35%	85%/33%
PP	84%/53%	84%/38%	76%/46%
Difference %	6%/21%	9%/3%	-9%/13%

2018 Current Attainment - Y4

	Reading ARE/GD	Writing ARE/GD	Maths ARE/GD
Non	80%/30%	73%/33%	70%/27%
PP	76%/18%	70%/17%	70%/11%
Difference %	-4%/-2%	-3%/-16%	0%/-16%

2018 Current Attainment - Y5

	Reading ARE/GD	Writing ARE/GD	Maths ARE/GD
Non	85%/27%	85%/11%	77%/17%
PP	77%/31%	69%/15%	62%/15%
Difference %	-8%/4%	-16%/4%	-15%/-2%

2018 Current Attainment - Y6

	Reading ARE/GD	Writing ARE/GD	Maths ARE/GD
Non	85%/20%	87%/19%	84%/22%
PP	95%/31%	90%/16%	89%/19%
Difference %	10%/11%	3%/-3%	5%/-3%

- Currently proportions of disadvantaged pupils attaining age related expectations are **above** other pupils within the school in Reading in Y3 and Y6.
- Currently proportions of disadvantaged pupils attaining the higher standard are **above** other pupils within the school in Reading in Y2, Y3, Y5 and Y6.
- Currently proportions of disadvantaged pupils attaining age related expectations are **above** other pupils within the school in Writing in Y2, Y3 and Y6.
- Currently proportions of disadvantaged pupils attaining the higher standard are **above** other pupils within the school in Writing in Y3 and Y5.
- Currently proportions of disadvantaged pupils attaining age related expectations are **above** other pupils within the school in Maths in Y6.
- Currently proportions of disadvantaged pupils attaining the higher standard are **above** other pupils within the school in Maths in Y3.
- Currently proportions of disadvantaged pupils attaining age related expectations are **below** other pupils within the school in Reading in Y1, Y2, Y4 and Y5.
- Currently proportions of disadvantaged pupils attaining age related expectations are **below** other pupils within the school in writing in Y1, Y4 and Y5.
- Currently proportions of disadvantaged pupils attaining age related expectations are **below** other pupils within the school in Maths in Y1, Y2, Y3 and Y5.

2018 - Present Attendance

	Attendance %	
	School	National
Non	96.7%	96.1%
PP	96.64%	96.1%
Persistent Absence	8.94%	8%
	Non	PP
Punctuality	1.58%	3.10%

2017 - 18 Attendance

	Attendance %	
	School	National
Non	97.32%	96.1%
PP	96.51%	96.1%
Persistent Absence	5.0%	10.10%
	Non	PP
Punctuality	1.55%	2.52%

2016 - 17 Attendance

	Attendance %	
	School	National
Non	97.23%	96.0%
PP	96.48%	96.0%
Persistent Absence	7.73%	8.3%
	Non	PP
Punctuality	1.97%	2.48%

2015 - 16 Attendance

	Attendance %	
	School	National
Non	97.51%	96.0%
PP	97.25%	96.0%
Persistent Absence	11.66%	8.2%
	Non	PP
Punctuality	1.91%	1.67%

- Over the last three years, when compared to other pupils, the attendance of pupils is **above** other pupils nationally.
- Over the last three years, When compared to other pupils, the persistent absence of pupils is **lower** than other pupils nationally.
- Internal data show that the disadvantaged pupils attendance is **lower** than other pupils within school, but **above** other pupils nationally.
- Internal data shows that the persistent absence of disadvantaged pupils is **lower** than other pupils within school, but **above** other pupils nationally.
- Pupils attendance and the level of persistent absence has **improved** in the last three years for all pupils and those identified as being disadvantaged.
- Internal data show that the disadvantaged pupils' punctuality is **lower** than other pupils within school, but **above** other pupils' nationally.