



## St Joseph's Catholic Primary School



Person: Mr G M O'Hara

### Report: Pupil Premium Spending 2020-21

Current Disadvantaged (Pupil Premium) Numbers: 29

Current FSM Numbers: 22

Provisional Allocation for 2020-21 (29 x £1,345) = £39,005

Date of Last Review: Summer Term 2020

Next Date for Review: Summer Term 2021

Year	Total	FSM	LAC	PP	EAL
EYS	58	1	0	1	6
1	52	2	0	2	7
2	60	1	0	1	9
3	61	7	0	11	9
4	61	0	0	2	7
5	60	6	0	6	9
6	59	5	0	6	12
<b>Total EYS-Y6</b>	<b>411</b>	<b>22</b>	<b>0</b>	<b>29</b>	<b>59</b>

#### Key Priorities:

Close the progress and attainment gaps between pupil premium and non-pupil premium pupils through:

Pupils in receipt of Pupil Premium funding to participate and continue with school music opportunities, after school clubs and educational visits (in line with the school Charges and Remissions Policy)

Improved English and maths skills and attainment and progress for pupils eligible for Pupil Premium funding

Improved self-confidence, self-esteem, resilience, independence and perseverance for pupils eligible for PP

Improved attendance for PP children and higher rates of attainment and progress

#### Barriers:

Financial - where pressures on parents mean that the school assists to ensure children have equal access and opportunities to access the wider curriculum and extra-curricular activities

Academic – where children have additional needs in their learning or barriers to new learning, for example: limited imagination, paucity of language, lack of basic skills, short term concentration.

Emotional – when the strain on a family as a result of their family's position or circumstances, has had a detrimental impact on their health and emotional wellbeing, impacting on resilience, independence and self esteem

Physical- where children or their parents have physical or significant medical needs which impact on their ability to be at school or access school and impacts on a child's attendance

Area of Focus	Allocation	Description of spending	EEF Evidence	Intended Impact
Improved English and maths skills for pupils eligible for Pupil Premium funding. Purchase of resources to support teaching and learning.	£6000	Inset and implementation of Teaching and Learning approaches: <ul style="list-style-type: none"> <li>• Quality First Teaching Inset</li> <li>• Mastery Maths</li> <li>• Phonics / Reading Comprehension Focus and basic skills</li> </ul> Regular monitoring and pupil progress meetings / pupil interviews to track progress and ensure staff are aware of their responsibility to accelerate learning. Purchases made of increased reading materials (e.g. class novels for text immersion and follow up purposeful work) and Maths equipment	<i>Evidence from prior assessment information demonstrated that pupils needed to expand answers and develop vocabulary (e.g. reasoning and inference skills).</i> <i>EEF Evidence summaries advocating feedback, oral language, reading comprehension and mastery.</i>	<ul style="list-style-type: none"> <li>• Consistent approach to teaching / learning of phonics, reading and maths skills, e.g. White Rose Maths, VIPERS reading, to allow for consistency and maximum pupil progress when transitioning from one year to the next.</li> </ul>
Improved English and maths skills for pupils eligible for Pupil Premium funding Increased additional teaching assistant support / SLT for booster and small group targeted teaching .	£15000	1:1 and small withdrawal group provision with effective feedback and review – teachers / teaching assistants / SLT as well as increasing pupil / adult ratios.  Due to the Covid restrictions these are limited to cohort isolation bubble support only	<i>Some pupils are not achieving expected outcomes or making enough progress and small groups based on areas of need / gaps will be beneficial to aid progress.</i>  <i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four months' progress.</i>	<ul style="list-style-type: none"> <li>• The attainment gap is closed between disadvantaged and non-disadvantaged children in English and maths. Raised attainment and progress in reading, writing and maths for disadvantaged children.</li> </ul>
Improved self-confidence, self-esteem, social skills, resilience, independence and perseverance for pupils eligible for PP.	£5000	1:1 and small group withdrawal provision – nurture/social groups, mentoring / counselling (internal support, e.g. Autism Lead Practitioner and Rainbow Counsellors and outside agencies – Our Place, Cherished and Secure Minds Solutions) funding for staffing, training and resources.  Staff training and inset time dedicated to well-being, supporting children's' mental health, emotional literacy, Votes for Schools scheme, etc.	<i>Small social groups and / or 1:1 mentoring have improved self-confidence and self-esteem</i>  <i>Use a range of strategies to teach social and emotional skills, both in dedicated time and everyday teaching.</i>  <i>Social awareness: use stories to discuss others' emotions and perspectives.</i>	<ul style="list-style-type: none"> <li>• Children's' improved self-esteem and confidence leads to greater and improved outcomes emotionally and academically.</li> </ul>
Pupils in receipt of Pupil Premium funding to participate and continue with school music opportunities, after school clubs and educational visits.	£3000	Fund music lessons and educational visits / clubs to give children wider opportunities to succeed.  This will resume fully when Covid social distance measures are lifted.	<i>Considering a tiered approach to pupil premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies – the most significant non-academic barriers to success in school.</i>	<ul style="list-style-type: none"> <li>• Children are able to engage in an inclusive environment and access opportunities of which they may not otherwise have had.</li> </ul>

Improved attendance for PP children and higher rates of attainment and progress.	£5000	Monitoring of attendance, attendance awards and letters and meetings with SLT for children with low attendance  Time for phase leaders and teachers to monitor attendance, meet with parents and implement strategies for improvement and then assess the effectiveness of these.	<i>Children's regular attendance in school will ensure they do not miss out on curriculum opportunities and create gaps in their learning.</i>	<ul style="list-style-type: none"> <li>Children's attendance will improve which will lead to less missed learning time and negate any gaps in learning.</li> </ul>
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## 2019/20 Impact Log

Area of Focus	Allocation	Description of spending	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Impact and lessons learned
Greater attainment and progress rates in pupils eligible for PP.	£19000	To deploy teaching assistants to provide support and lead focused intervention groups and increase pupil / adult ratios.	Improved outcomes for pupils (teacher assessment) – no formal assessment due to COVID-19 school closure	We will continue to deploy teaching assistants in line with specific cohort needs and use a research / evidence based approach (SENCO course) Due to Covid restrictions and lockdown progress was restricted.
Greater attainment and progress rates in pupils eligible for PP.	£1000	To appoint a member of SLT to oversee the progress of children in receipt of PP funding, as well as regular pupil progress meetings with teaching staff to evaluate the effectiveness of and impact of teaching / interventions.	See above	We will continue with regular pupil progress meetings with a focus on Disadvantaged Pupils, to ensure staff ownership and accountability for them. Due to Covid restrictions and lockdown progress was restricted.
Where required, children improve confidence, social skills and self-esteem through nurture groups / advice from other agencies.	£4000	To contribute towards the cost of a subscription to Our Place, SENCO time, EP, CAT team etc. to provide mentoring and learning opportunities for pupils and advice for families. To contribute towards resources, e.g. anti-bullying workshops, peer mediation training, Secure Minds Solutions.	Impact has been shown through the sessions in observations of pupils' school life. Children with behavioural and emotional needs gained from the advice and support given which resulted in greater focus in lessons.	Children gained from this personal approach. We will continue with these groups as need requires.  Due to the Covid restrictions and lockdown progress was restricted.
Greater attainment and progress rates in pupils eligible for PP.	£200	To fund small group tuition / booster groups where the child needs additional support in English and maths.	KS1 and KS2 results show that small group tuition and smaller class sizes has benefited PP children and other children within the cohorts.	The timetable for group interventions will be reviewed regularly. We will continue with specific interventions focusing on individual skills. Introduce focus on mastery, teaching reading skills and a 'back to basics' approach post-Lockdown. Due to Covid restrictions and lockdown progress was restricted.
For children in receipt of PP to participate and continue with music lessons and school trips.	£2800	To fund or subsidise the cost of educational visits, music lessons and other clubs as required.	Children have made progress with music lessons and enjoyed their tuition. All children have had the option to attend all educational visit opportunities.	We will continue to provide these opportunities.  We will complete an audit with children to gain insight into what other opportunities school can provide. Due to Covid restrictions and lockdown progress was restricted.

Improve attendance of individual children.	£1000	Individual meetings with SLT where appropriate and support from school nurse and other agencies where necessary.	St Joseph's persistent absence rate for 2018-19 was 6.5% compared with 8.2% nationally.	We will continue with regular monitoring, parent meetings and referrals where appropriate. Due to Covid restrictions and lockdown progress was restricted.
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EEF Evidence Documents: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium Guidance iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)