






Pupil Premium Report July 2020

About Pupil Premium at St Mary's Catholic Primary School:

Pupil Premium funding has been in place since 2011. It is designed to support those children who are deemed to be from a disadvantaged background. Money is given to schools to enable them to target support to improve outcomes for this group of pupils. The funding is triggered in the following ways:

-  for children who are currently eligible for free school meals, or who have been in the last 6 years (sometimes called Ever-6 children).
-  For children who are currently in the care of the Local Authority. Or have previously been in care.
-  for children who have a parent working in the armed forces.

The funding for 2019 to 2020 was £1320 per child, rising to £1345 in April 2020 (£300 for children who have a parent in the armed forces.) Children who have ceased to be looked after by a local authority in England and Wales receive an amount of £2300.

The government does not dictate how the Pupil Premium funding should be spent, but does expect that the money should be directed towards ensuring any disadvantage may be overcome, and that any gap in attainment between disadvantaged pupils and their peers may be closed. All of the team at St Mary's agree wholeheartedly with this approach to the spending of funding and we commit to the seven building blocks for greater effectiveness identified in the research, "Supporting the attainment of disadvantaged pupils: articulating success and good practice", as pictured below:



Pupil Premium Expenditure:



In the academic year 2019 - 2020 St Mary's Catholic Primary School received an income of £40,920 in Pupil Premium funding. The funding was allocated in a variety of ways to maximise impact for those children it supports, to accelerate the rate of progress for these children and ensure that gaps in attainment and progress between this group of pupils and the remaining cohort was narrowed.

Every child identified in our school with an entitlement to Pupil Premium funding is **unique**. This means we have carried out **needs analysis** for **each individual child** to **ensure that the provision we put in place, using Pupil Premium funding, is targeted** to ensure we are supporting each one of them in a way that benefits them most. Our current cohort of Pupil Premium children (**43 children**) is made up as follows:

-  Free School Meals =
-  Ever 6 Children =
-  LAC =
-  PLAC =
-  Forces Premium =
-  Boys =
-  Girls =
-  SEND =
-  EAL =

In our school many systems are in place to support children from all groups of learners to make progress. Pupil Premium funding allows us to enhance this provision. Our Pupil Progress meetings focus on academic and pastoral issues. Ongoing analysis of Pupil Progress through our Target Tracker system of assessment allow us to discuss children's progress in detail and ensure provision is matched to their individual needs. We identify groups of children and individuals not making sufficient progress, and if so, we have rigorous systems to ensure that additional intervention or support is put in place to accelerate progress.

In 2019 - 2020 key barriers to future attainment for our pupils eligible for Pupil Premium were identified as follows:

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	To improve phonics across the school for pupils eligible for PP, with more pupils achieving ARE in Reading.
B.	To improve reading across the school for pupils eligible for PP, with more pupils achieving Greater Depth.
C.	To provide support for PP pupils with social, emotional and mental health needs.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	To improve attendance rates for pupils eligible for PP, increasing from 94% to 96%. This reduces their school hours and causes them to fall behind on average.

In 2019 - 2020 the Pupil Premium funding was allocated to address the barriers to attainment in the following ways:

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? What links to the Guiding PP Principles can be made?	Expenditure
A,B	Quality First Teacher Training Staff training	<ul style="list-style-type: none"> - Feedback from teacher's on the impact of resource provision including digital technology to support Quality-First Teaching. - Training to develop skills and understanding of behaviour, classroom management and behaviour for learning has impacted on rates of progress for pupils. - Purchase of TT rock stars and IXL - - EEF Research: Feedback (+8 months), Mastery Learning (+5 months), Collaborative learning (+5 months) early years interventions (+5months) Metacognition and self regulation (+7 months) Using digital technology (+4 months) - EEF guidance report –Using digital technology to improve learning, Improving behaviour in schools.. - Guiding Principles: attainment for all, high-quality teaching for all, meeting individual learning needs, data driven and responding to evidence, effective deployment of staff, clear responsive leadership, addressing behaviour. 	£4000
A,B		<p>Use of the Primary Code programme from Pixa, for any pupils who did not pass the Year 1 phonics Check</p> <ul style="list-style-type: none"> - Guiding Principles: meeting the needs of individual pupils, addressing behaviour, attainment for all, effective deployment of staff 	£3000
C,D		<p>Family Support Worker supporting good attendance rates and identifying areas of need and intervention at the early stage.</p> <p>Guiding Principles: attainment for all, meeting individual learning needs, data driven and responding to evidence, effective deployment of staff., high quality teaching for all</p>	£15000

A,B,C,E	High quality TA support in class and in intervention and booster groups	<ul style="list-style-type: none"> - Impact of high quality TAs on progress and attainment, both academic and social. - Outcomes from booster and intervention programme - Outcomes for pupils in previous years following targeted support identified as part of pupil progress reviews. - Impact of feedback on rates of progress <p>EEF Research: Feedback (+8 months), Mastery Learning (+5 months) collaborative learning (+5months) Early years interventions (+5months) Individualised instruction (+3months) , reading comprehension strategies (+6 months)</p> <p>EEF guidance report – Making the best use of teaching assistants.</p> <p>Guiding Principles: attainment for all, meeting individual learning needs, data driven and responding to evidence, effective deployment of staff., high quality teaching for all</p>	£8000
C	To provide social, emotional and mental health Introduction of Lego therapy for PP pupils	<p>More and more of our PP pupils have social, emotional and mental health needs. These can often lead to behavioural issues within the classroom and therefore interrupted learning.</p> <p>Several educational and medical studies in the UK and the USA found that facilitated group projects with Lego Therapy can help develop and reinforce play skills and social skills such as: Verbal and non-verbal communication.</p> <ul style="list-style-type: none"> - Guiding Principles: attainment for all, meeting individual learning needs, effective deployment of staff. 	
	Free vouchers for uniform for all PP Children	<ul style="list-style-type: none"> - Positive impact on self-esteem, happiness, integration and life experiences. <p>Guiding Principles: attainment for all, meeting individual learning needs, high quality teaching for all</p>	£1000
C, D	Contributions to trips and other extracurricular opportunities.	<ul style="list-style-type: none"> - Positive impact on self-esteem, happiness, integration and life experiences. - EEF research –sports participation and arts participation (+2months), metacognition and self regulation +7 months <p>Guiding Principles: attainment for all, meeting individual learning needs, addressing behaviour and attendance.</p>	£3000
C,D	Provision of FSM for PP children	<ul style="list-style-type: none"> - Access to a healthy meal each day - During lockdown- - provision of food parcels . The Swan and Helmet Pub, generously provided food and staff distributed these. Then children received EdenRed vouchers 	£5000

Impact of Pupil Premium Provision in 2019 - 2020

1. Desired outcomes:		
Desired outcomes and how they will be measured	Success Criteria	Additional Comments
Rates of progress for all PP pupils are maximised and their individualised Phonics screen scores for PP children will show an enhanced rate of progress.	The gap between PP and Non PP children is narrowed Progress is closely monitored and groups adapted to support rapid progress	Phonic check to be taken in Autumn 2 – this will validate teacher assessments and predictions
Increased attendance rates	Improved attendance of PP children	See separate attendance report Persistent absentees are challenged
Improved Reading across the school for PP pupils	Rapid progress in Reading for PP pupils across the school, evident in book looks, half termly data and learning walks. % of PP pupils meeting ARE or above in Reading is close to / in line with non PP children -July 2020.	Reading ages of Year 4 show variable results.
Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 4% or below. Overall PP attendance improves from 94% to 96%	
Baseline assessments in Autumn Term 2020 will verify Progress and attainment outcomes.		










£38000 was spent in support of PP Children. The remaining £2920 will be carried forward to the 2020-2021 Budget

Responding to Universal Infant Free School Meals:

All government-funded schools must offer free school meals to every pupil in Reception, Year One and Year Two. A potential negative impact on Pupil Premium may therefore be seen in that, parents who may have registered for Free School Meals previously no longer feel the need. It is therefore important that we communicate the benefits and impact of the Pupil Premium fund, in addition to the benefit of a free school meal. This has been done this year through newsletters, Parent meetings (particularly in the Early Years Website updates, tweets on our Twitter feed and also in individual conversations with parents where it is felt that eligibility for Pupil Premium funding is applicable. We continue to endeavour to identify pupils for whom Pupil Premium funding may benefit their learning and life chances

Funding of Pupil Premium for 2020 - 2021:

We are awaiting confirmation of our funding for the academic year 2020 - 2021. Pupil Premium spending next year will look to include:

-  Support for children to access Free School Meals.
-  Payment for places at Breakfast Club and After School Club for some children.
-  Payment to enhance pupil's wider opportunities e.g. extra-curricular opportunities, in-school experiences, trips etc.
-  Early intervention in EYFS.
-  Payment for resources, training and staffing to support 'Quality First Teaching'.
-  Targeted intervention support to meet needs identified at Pupil Progress meetings.
-  This will include academic and SEHM intervention.
-  Support for children who have fallen behind academically or socially due to Lockdown.
-  Access to a Learning Mentor