

## Pupil Premium Report 2020 - 2021

The Pupil Premium is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and lowest achievers.

The government has used pupils' entitlement to free school meals (FSM) and children looked after by the local authority (LAC) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point during the last 6 years (known as 'Ever6 FSM'), an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more, an allocation for children adopted from care or under a special residency or guardianship order and a smaller amount for the children of service families to be put to use to support any social or emotional needs this group of children may have.

It is for schools to decide how best to utilise the Pupil Premium funding and the DFE acknowledges that 'schools are best placed to assess what additional provision their pupils need'. (DFE 2013)

Schools are held to account for how they have spent the money and information on the funding grant has to be published on the school website.

We ensure that all pupils' learning needs are met appropriately, including Pupil Premium funded children, fully understanding that it is not the additional funding that will close the gap between this group of children and their peers but how we use it. We also recognise that some pupils who do not receive Pupil Premium funding may also have significant barriers to learning and we reserve the right to allocate Pupil Premium funding to **any** child who has been rightly identified as vulnerable or disadvantaged and at risk of not achieving as well as their peers.

1. Summary information					
<b>School</b>	<b>St Paul's Catholic Primary School</b>				
<b>Academic Year</b>	2020 -21	<b>Total PP budget</b>	£56,490	<b>Date of most recent PP Review</b>	Oct 2020
<b>Total number of pupils</b>	199	<b>Number of pupils eligible for PP</b>	42	<b>Date for next internal review of this strategy</b>	Feb 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school) (3 chn)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>		%
<b>Progress measure in reading (End of KS2)</b>	<b>-5.83</b>	0.3%
<b>Progress measure in writing (End of KS2)</b>	<b>-3.37</b>	0.3%
<b>Progress measure in mathematics (End of KS2)</b>	<b>-6.69</b>	0.4%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Behaviour concerns in particular year groups is having a detrimental impact on their academic progress	
<b>B.</b>	Disengaged with reading/writing and reluctance to read or write	
<b>C.</b>	Gaps in mathematical knowledge and vocabulary	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Low resilience and self-esteem re academic ability	
<b>E.</b>	Low attendance. Over 60% of PP children have attendance below 97%	
<b>F.</b>	Children's cultural capital	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Anti-social behaviour addressed in specific year groups and pro-social behaviour celebrated.	Less behaviour incidents. New behaviour policy embedded and part of the culture of the school
<b>B.</b>	Reading and writing attainment and progress is in line with cohort	Pupils make accelerated progress so that all children are ARE or above
<b>C.</b>	Maths attainment and progress is in line with cohort	Pupils make accelerated progress so that all children are ARE or above
<b>D.</b>	To ensure that PPG pupils can participate fully in curricular trips, extra curricular activities and visits in order that they develop the wider cultural capital	Pupils have access to a range of activities and experiences e.g. including my activity passport (government initiative), <a href="https://www.gov.uk/government/publications/my-activity-passport">https://www.gov.uk/government/publications/my-activity-passport</a>

## 5. Planned expenditure

**Academic year**      **2020-2021**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Every child receives teaching which is good and frequently outstanding in every classroom/ every day</p>	<p>Regular monitoring of subjects by Head, and Subject leaders to ensure that teaching is good or better and that good/outstanding practice is being shared regularly across school.</p> <p>Lesson observations and learning walks focus on feedback to improve every day practise.</p> <p>CPD/ coaching provided in any areas where this is identified as useful.</p> <p>Paired work with the diocese to support RE / School Development Plan.</p> <p>Online CPD for all staff including TAs- Online programme of training from Open university etc.</p>	<p>The most effective intervention is high-quality teaching for all</p>	<p>Observations/book looks/learning walks by SLT and Subject leaders show increasing % of outstanding practices seen.</p> <p>Subject lead reports</p>	<p>SLT Teachers Subject leads</p>	<p>Termly observations Weekly monitoring</p>

SLT to have a better understanding on how to use TAs in the classroom	<a href="https://www.tes.com/institute/effective-use-of-teaching-assistants-CPD-course">https://www.tes.com/institute/effective-use-of-teaching-assistants-CPD-course</a>	Based on the Education Endowment Foundation's (EEF) guidance report - 'Making Best Use of Teaching Assistants' online CPD course is aimed at school leaders and provides you with a step-by-step guide that can help you to transform Teaching Assistant deployment and practice in your school.	Deployment of TAs across the school to support all children is more efficient using Pm's as afternoon interventions. (X2 TA's)  Evaluation of TA support groups during	SLT	End of Autumn Term through Performance management.
<b>Total budgeted cost</b>					£500 CPD £10,000 TA Salary for PP interventions
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Anti-social behaviour addressed in specific year groups and pro-social behaviour celebrated.</p>	<p>Adopting Hertfordshire STEPs as our therapeutic behaviour approach</p> <p>CPD from DSPL4 for teachers and support staff including “Understanding Executive Function and Metacognition to develop and support Self-Regulation”</p> <p>Support from DSPL4 for individual children</p> <p>Gain support from Family Support Workers for individual children</p>	<p>Hertfordshire Steps is the local authority’s preferred approach to supporting positive behaviour management in schools and settings</p> <p>Reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p>This support can be cascaded to other children and empower other members of staff to feel equipped when faced with disruptive behaviour</p> <p>Parenting support will ensure there is consistency between home and school</p>	<p>Ensure parents, children, teachers, governors (whole school dynamic) understand the STEPs approach through presentations, discussions and staff meetings</p> <p>Monitor number of behaviour incidents using CPOMS</p> <p>Regular meetings with outside agencies to ensure children on Child on part-time timetable will be in full time education at St Paul’s</p> <p>Consistent approach from staff. Number of incidents involving these pupils reduced Number of exclusions reduced</p> <p>Parents engaged with school life and their children’s progress and well-being in school</p>	<p>Behaviour Lead</p> <p>SLT</p>	<p>Termly</p>
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Increased attendance rates for pupils eligible for PP	Pupil attend breakfast club/ after school club	Child(ren) will be in school more so less gaps in learning	Improved attendance and lateness reduced	PPG Lead SLT	Termly
For child on previous part-time timetable to be in school full time	1-2-1 support for child	To reduce the risk of permanent exclusion and forge a positive relationship with peers and adults	Increased time in school	SENCO SLT Class teacher	Weekly

<p>Reading and writing attainment and progress is in line with cohort</p>	<p>Booster groups for children Purchase of reading assessments Purchase of books catering for children's interests</p> <p>Set of 5 iPad to support in class to access apps for reading and writing Purchase of pencil cases to support writing Purchase of whole class guided reading resources</p> <p>Use of Marvellous Me System to set home learning tasks for all pupils</p> <p>Purple Mash implemented to support PP</p>	<p>To accelerate progress in their reading and writing</p>	<p>Lesson plans and provision maps will reflect that resources are being used and impact of booster groups</p> <p>Pupils make progress in line with peers</p>	<p>SLT</p>	<p>Half termly</p>
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<p>Maths attainment and progress is in line with cohort</p>	<p>Booster groups for children</p> <p>Purchase of assessment resources</p> <p>Targeted interventions for PP children</p> <p>]Purchase of HfL fluency materials and CPD training for staff</p> <p>Use of Marvellous Me System to set home learning tasks for all pupils</p> <p>Use of Purple Mash implemented to support PP</p>	<p>To accelerate progress maths</p>	<p>Lesson plans and provision maps will reflect that resources are being used and impact of booster groups</p> <p>Pupils make progress in line with peers</p> <p>Fluency will increase and there will be regular opportunities to practice this daily within school</p>	<p>SLT Maths Lead</p>	<p>Half termly</p>
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<p>To ensure that PPG pupils can participate fully in curricular trips, extra-curricular clubs, sports camps and visits in order that they develop the wider cultural capital</p>	<p>A range of curriculum enrichment activities provided beyond the classroom. Visits out of school to enhance/support topic learning, including residential.</p> <p>Focus on ensuring our delivered curriculum is done through real-life, engaging activities and strategies through WOW activities and days.</p> <p>All year groups have funding to enable events and activities to take place to enhance and broaden the curriculum and learning experiences for all pupils.</p> <p>Paid after school clubs offered free to PP children and holiday sports camps.</p>	<p>The funding is also commonly used to enable eligible pupils to participate fully in after-school clubs / Holiday clubs and activities and to provide financial support for educational visits. (2014 Ofsted report)</p>	<p>Database of participation in activities beyond the classroom e.g. after school clubs, competitive sports activities, shows PP participation at least equal to school % PP children take part in all trips and residential with subsidies as required. Lesson observations will show high levels of engagement with learning by PP children which results in embedded learning seen in summative assessments.</p>	<p>SLT Teachers PE lead</p>	<p>Ongoing throughout the year</p>

**Approx budgeted cost**

- Breakfast clubs £3120
- Cost of a TA for 1:1 - £13,553
- Assessments-£610
- Supply for CPD for FFT - £500
- TA booster groups pm / After School - £2280
- Pencil Cases (£300)
- Sports Club places (£2000)
- TA support during school interventions (£10,000)
- TA support before school interventions (£2000)
- Inclusion lead (£8,000)
- BCW partnership (£2500)
- PP school trip £1000
- PP resources £500
- ELKLAN training and -CPD £1000
- STEPS refresher training/supply £500
- Music lessons £1000
- Sensory garden £1500
- Purple mash £1200
- Metacognition CPD £500
- High quality books to develop vocab in line with HfL planning £1000
- Lego therapy CPD and resources £500
- Attendance support £1000 for admin hours
- Marvellous Me £500
- Tapestry journals EYFS £200
- Learning mentor - £2000

**Forecast for Total Expenses**  
**2020/2021: £58.255**

**iv. Other approaches**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved resilience and self-esteem in children	<p>Whole school CPD, Growth mind-set embedded, increased profile of PHSE in the school, mental well-being and metacognition</p> <p>Raising the profile of mental health within the school through focus days, assemblies and workshops</p> <p>Worry boxes in each class</p> <p>Drama / Theatre workshops in school</p>	Children have positive self-worth	Pupil voice Lesson plans Learning walks	SLT	Termly
To offer enrichment and raise aspirations by offering music lessons to pupils	Weekly group guitar lessons on offer once able to resume following COVID	Give children further opportunities to excel and have high self esteem	Children's feedback Progress in guitar skills	Music lead	Termly
<b>Total budgeted cost</b>				Total - TBA	