



# ST ETHELBERT'S CATHOLIC PRIMARY SCHOOL AND NURSERY

## Pupil Premium Funding Report 2019-2020

**Date of Review: 2019**  
**Date of Next Review: 2020**

# Pupil Premium Funding at St. Ethelbert's Catholic Primary School and Nursery

## 2019-2020

### 1. What is the pupil premium?

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment of these groups.

#### Principles

- In making provision for disadvantaged pupils, we acknowledge that not all pupils who receive free school meals will be disadvantaged.
- We also recognise that not all children who are disadvantaged are registered for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.

#### COVID-19 Update (July 2020)

- Due to the changes to educational provision caused by the COVID-19 pandemic the detail in this Pupil Premium strategy has been updated to reflect provision (in red below) for vulnerable pupils.
- Our use of the funding has been adapted to meet students' needs as they have arisen, whilst maintaining where possible the principles outlined above.
- During the pandemic the following key steps have been taken to ensure that 'disadvantaged' pupils' barriers to learning will continue to be overcome wherever possible:
  - Step 1 – Vulnerable pupils to attend school where possible
  - Step 2 – Online learning is being accessed
  - Step 3 – Family support through phone calls home and home visits

The DfE understands that due to coronavirus and school closures, it is not possible for schools to evaluate the impact of pupil premium for all of the whole of 2019/20 academic year.

This report has been reviewed and will be continued to be monitored. Changes to pupil premium spending due to coronavirus may be required throughout 2020-21.

***The amount of pupil premium funding the school received for 2019-20 was: £73,530***

### 2. Allocation of Pupil Premium Funding in 2019-20 and the impact

**In 2019-20 pupil premium funding was used to fund or partly fund:**

Intervention and cost	Description	Impact (Internal data - December 2019)
<p>Small group and 1:1 tuition. <b>£30,000</b></p> <p>Additional support staff/LSAs to deliver 1:1 or small group interventions (e.g. R.W.I) <b>£9,000</b></p>	<p>The salaries of additional (non-class based) teachers to deliver targeted small group teaching to ensure disadvantaged pupils make at least good progress in literacy and numeracy. <b>Online training on how to use Seesaw (online learning platform) to support pupils' working at home during lockdown.</b></p> <p>Salaries of Learning Support Assistants to support groups in class or provide intervention groups focused on improving progress and attainment in literacy and numeracy. Salaries of Learning Support Assistants to provide smaller groups or 1:1 tuition for the daily teaching of phonics and reading through our "Read, Write, Inc (Ruth Miskin)" scheme <b>LSAs and teachers targeted individual pupils and set bespoke tasks on Seesaw.</b> <b>Follow up messages and phone calls were made to disadvantaged pupils to support completion of tasks set on Seesaw.</b></p>	<p>In year data shows that disadvantaged pupils made expected progress in reading, writing and maths.</p> <p>In year data shows that generally disadvantaged pupils attain higher in reading compared to all pupils (apart from year 3 and 4 where there are less than 5 PP pupils in the cohort). In year data shows that disadvantaged pupils attain broadly the same as all pupils in maths compared to all pupils. <u>Phonics</u> 100% of disadvantaged pupils were on track to pass the phonics screening test</p> <p><u>KS1 (based on 4 pupils)</u> Internal data shows disadvantaged pupils attain broadly the same as all pupils in reading.</p> <p><u>KS2</u> Internal data shows disadvantaged pupils attain higher in reading and maths compared to all pupils. Internal data shows disadvantaged pupils attain broadly the same in writing compared to all pupils.</p>
<p>Pupil Premium Mentoring scheme</p> <p>Providing resources to build vocabulary and promote the love of reading</p> <p><b>£3,500</b></p>	<p>Additional teaching and learning opportunities provided through learning mentors. Pupils assigned a mentor who works with them on a weekly basis. Pupils to order books of their choice to read with their mentor on a weekly basis. Teachers used online learning platform to engage disadvantaged pupils.</p>	<p>Increased confidence, motivation and growth mind-set. Improved reading and pleasure of reading.</p> <p>Pupil voice questionnaires, focussed primarily on attitudes to reading, given at the start and end of the programme show that pupils had more positive attitudes to reading and their learning.</p>
<p>Pastoral support for targeted pupils (nurture groups etc.), <b>£12,000</b></p>	<p>Welfare and Family Support Officer/Safeguarding and Pupil Wellbeing Officer to work with pupils and families in order to support them with pastoral needs,</p>	<p>Attendance of disadvantaged pupils is broadly in line with all pupils (attendance is from Sept 2019-March 2020).</p>

	<p>including punctuality and attendance</p> <p><b>Safeguarding officer set up a system to ensure disadvantaged pupils are contacted regularly throughout lockdown. Families are supported as needed.</b></p>	
<p>Subsidy for in school visitors and trips (Sept 19 -March 20) <b>£2,000</b></p>	<p>Subsidising or paying for in school visitors and school trips</p> <p><b>Weekly wellbeing tasks set online</b></p>	<p>The curriculum is enriched for disadvantaged pupils. In school visits from a variety of agencies support pupils' learning and engagement. Schools trips raise aspiration, motivation and engagement.</p> <p><b>Weekly tasks set online during lockdown promote wellbeing and experiences.</b></p>
<p>Extra- Curricular Sports Clubs</p> <p>Lunchtime Sports Coach</p> <p><b>£13,450</b></p>	<p>Additional or extra-curricular activities.</p> <p>After school clubs: All pupils eligible for the pupil premium had access to one free after-school club each term</p> <ul style="list-style-type: none"> <li>○ Subsidising school trips/extra-curricular activities</li> </ul>	<p>Promote healthy lifestyle for disadvantaged pupils through exercise. Provide a range of opportunities and equal access for disadvantaged pupils to attend an after school club</p> <p><b>Teachers to set weekly 'keep fit' activities that disadvantaged pupils are able to access.</b></p>
<p>Breakfast club subsidy</p> <p><b>£2,200</b></p>	<p>Subsidising our breakfast club by reducing the cost from £2.50 per day to £1 per day. This involves completely funding the salaries of 3 members of school staff to operate the breakfast club.</p>	<p>Parents can be assured that their child has an adequate breakfast. Parents know that their child will be at school promptly and ready to learn.</p>
<p>Subsidy of booster schools in October and February half term</p> <p><b>£1,530</b></p>	<p>Booster schools and one to one tuition to improve the progress and attainment of pupils who are underachieving in literacy and numeracy.</p>	<p>KS2</p> <p>Internal data shows disadvantaged pupils attain higher than all pupils in reading and maths.</p>
<p>Pupil Leaders</p>	<p>Disadvantaged pupils represent approximately 30% of all of the Pupil Leader Teams in the school. Including:</p> <ul style="list-style-type: none"> <li>● <i>School Council</i></li> <li>● <i>Eco Team</i></li> <li>● <i>Chaplaincy Team</i></li> <li>● <i>Peer Mediators</i></li> <li>● <i>House Captains</i></li> </ul>	<p>Promote aspirations and motivation of disadvantaged pupils. Disadvantaged pupils make up a large proportion of 'The Children's Voice' in school.</p>

### 3. The Pupil Premium in 2020-21

**The amount of pupil premium funding the school will receive in 2020-21 is £73,630**

During 2020-21 the school will respond to the educational provision of disadvantage pupils, taking account of the changes caused by the COVID-19 pandemic.

**The planned use of the pupil premium is to continue to fund or partly fund:**

Focussed CPD for all staff to continue to improve QFT:

- School leaders with responsibility for administering the PP funding will draw on these helpful publications from the Education Endowment Foundation (EEF): <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>
- To further support disadvantaged pupils through quality first teaching, staff CPD in 2020-21 will focus primarily on metacognition and self-regulation: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/>
- Support disadvantaged pupils through oral language interventions: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/>
- Early intervention in EYFS and Year 1 to close the gap between disadvantaged pupils and all pupils: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/>
- Using the research and strategies outlined in the articles above, disadvantaged pupils will make at least good progress in literacy and numeracy. The salaries of additional (non-class based) teachers who deliver targeted support groups to ensure:
  - *Additional teachers will be delegated to work with disadvantaged pupils who are not making expected progress*
  - *In line with the SDP, previously high attaining disadvantaged pupils will be targeted to ensure they make accelerated progress and better than average outcomes*
  - *Strategies for metacognition and self-regulation are applied and used consistently*
  - *Oral language interventions take place in class to support disadvantage pupils' understanding and progress*
- Salaries of Learning Support Assistants to:
  - *Support groups in class or provide intervention groups focused on improving progress and attainment in literacy and numeracy*
  - *Ensure that disadvantaged pupils with special educational needs are making accelerated progress from their starting points – see individual Support Plans to measure progress*
  - *Provide smaller groups or 1:1 tuition for the daily teaching of phonics and reading*
  - *Support disadvantaged pupils to achieve a 'Good Level of Development' at the end of EYFS*
- Time is allocated during pupil progress meetings to monitor progress, evaluating the impact of targeted interventions for disadvantaged pupils/groups

- Salaries of Safeguarding and Pupil Wellbeing Officer and Welfare and Family Support Officer to work with our pupils and their families in order to overcome barriers to learning (for example through mentoring, support or nurture groups)
- Subsidising or paying for additional or extra-curricular activities including:
  - *After school clubs: All pupils eligible for the pupil premium had access to one free after-school club each term*
  - *Subsidising school trips/extra-curricular activities including the Year 6 residential trip*
- Booster schools and one to one tuition to improve the progress and attainment of pupils who are underachieving in literacy and numeracy.
- Disadvantaged pupils each have an adult mentor within their year group to support personal development

### **Areas for development in 2020-21**

- The school remains committed to closing the attainment gap between disadvantaged pupils and their peers.
- To ensure that previously high attaining Pupil Premium pupils make accelerated progress and attain the highest possible levels (outlined in SDP 2020-21)
- To ensure that disadvantaged pupils who are boys achieve at least expected standard in writing and reading at the end of KS2 – SDP focus
- To give disadvantaged pupils a broad range of life experiences; to build a culture of aspiration and success
- To further develop metacognition and self-regulation skills so Pupil Premium pupils make good progress.
- We will continue to use targeted interventions, including 1:1 tuition and booster schools to ensure that these pupils remain on track to achieve their individual targets.
- Safeguarding and Pupil Wellbeing Officer, and Welfare and Family Support Officer to work with pupils and families in order to support them with pastoral needs, including punctuality and attendance

*For more information on the Pupil Premium, please visit: <http://www.e>*