

## **St Joseph's Catholic Primary School**

### **Pupil Premium Report 2019 - 2020**

#### **PUPIL PREMIUM**

Our primary aim at St Joseph's Catholic Primary School is to enable all children to access all aspects of the school's provision in order to achieve the highest standards of achievement and progress possible in relation to their individual starting points. The Pupil Premium Grant is additional funding allocated to schools by the government. It is designed to support specific groups of children who are recognised nationally as more likely than others to underachieve. These include pupils who are entitled to free school meals; those looked after by the local authority and children of armed service personnel. Starting in the 2012-2013 academic year the funding also included pupils who were eligible for FSM at any point in the last six years. This is known as the Ever 6 FSM measure.

Each school can decide for itself how best to spend the Pupil Premium but is specifically accountable for how it does so. From September 2012, this information must be published on the school website.

At St Joseph's Catholic Primary School Pupil Premium funding is used in a variety of ways. For example, it is used to support disadvantaged pupils in their learning on a one-to-one basis, or in small groups supported by intervention teachers or teaching assistants. It is also used to enhance curriculum provision to support accelerated progress for pupils and to assist them financially so that they can take part fully in school life in matters such as school trips, activities and clubs. The key principle is that it will diminish the disadvantage difference by addressing inequalities and raising the attainment and progress of those students in circumstances as outlined above. This report provides information about how the Pupil Premium funding was spent at St Joseph's Catholic Primary in the last financial year and the impact of this funding on closing the attainment and progress gap.

#### Covid-19

This year it has been difficult to determine the full impact the PPG due to Covid-19. Interventions have not been implemented fully due to the disruptions during 2020. Teacher assessments replaced KS1 and KS2 statutory testing and the Year 1 phonics screening check was delayed and administered in the Autumn term. Pupils are currently working on a catch-up programme to address identified gaps due to the disruptions caused by Covid-19.

**The allocation of the Pupil Premium Grant for St Joseph's Catholic Primary School for 2019 -2020 is follows:**

Financial Year 2019 -2020	
Number of pupils on roll	227
Total number of pupils eligible for PPG	Free School Meals Pupils: 92 Looked after Children: 7
Total amount of PPG received	£173,417
The children who are supported from Pupil Premium fall into one of the categories below:  Free School Meals Children of Armed Services Personnel Looked After Children.	

**Our objectives for the use of the Pupil Premium Grant are as follows:**

1. To raise attainment to meet and exceed national attainment averages and accelerate rates of progress for disadvantaged pupils through focused targeted intervention.
2. To close the attainment and progress gaps for disadvantaged pupils when compared to their peers and other pupils nationally.
3. To provide and develop a curriculum that meets the learning needs of all pupils.
4. To support current Pupil Premium Pupils families, access a range of extra-curricular activities and school events.

## How did we spend our Pupil Premium Grant 2019 – 2020

Project/Area	Objective	Impact	Cost	Year groups
Purchase of resources and training to support the implementation of the Accelerated Reader programme	<p>To promote reading for enjoyment ensuring pupils develop positive reading habits, reading regularly in school and at home</p> <p>To improve attainment for all pupils in Reading at the end of KS2 and across all KS2 classes.</p>	The highlights included: an increase class average for the 'Normed Referenced Standardised Score' [NRSS] across all classes; accelerated growth in the reading age [RA] of a large proportion of the students including PP pupils; reported increases in positive attitudes towards reading in all year groups enrolled in the program. All pupils spend more time each day reading and engaging in quality texts.	£2,090	KS2
To work with the ADHD foundation to provide training for staff in supporting pupils with social, emotional and behaviour needs	To deepen understanding of the needs of vulnerable pupils with emotional, social or behaviour needs and how to support them more effectively	This was extremely useful and thought provoking. Staff were given opportunities to discuss and challenge ways to support children. Strategies gained for supporting pupils' health and wellbeing. Parents gained new skills through participating in parent workshops. Strategies found were applied in the classroom.	£1,600	All year groups
To part fund an additional teacher to work in Year 1 in the mornings to enable small class sizes and targeted intervention for the daily teaching of English and Maths.	Improved attainment and progress for pupils in Reading, Writing and Maths in Year 1	<p>Yr1 consisted of 38% SEN and 54% PP pupils. Limited data available due to Covid-19 lockdown.</p> <p>The percentage of pupils made expected progress or more between Autumn 1 2019 and Spring 2 2020 was as followed:</p> <p>Maths – PP 53% NON-PP 23% Difference: +30%</p> <p>Reading- PP 40% NON-PP 39% Difference: +1%</p> <p>Writing– PP 33% NON-PP 39% Difference: -6%</p> <p>Overall, the data evidences that as a direct result of smaller class sizes and successful teacher targeted support,</p>	£20,019	Yr1

		progress and attainment gaps between these two pupil groups were diminished, or surpassed as a result of the inclusion of an additional teacher for this particular cohort.										
Pupil premium funding will be used to partly fund an additional teacher in year 6 to enable smaller class groups and focused booster support for Year 6. In particular disadvantaged pupils.	Improved attainment and progress for pupils in Maths, and English at the end of KS2	Teachers spent more 1-2-1 time with each individual learner which promoted accelerated progress and addressed the academic gaps that had developed as well as dealing with the social and emotional difficulties that some of the cohort presented with. An EHCP and specialist provision was secured for one SEND PP pupil moving into high school, and detailed SEND profiles were able to be shared as part of the transition for the other SEND children. Progress measures as well as the students' individual levels were very strong for the cohort. 63.3% of the cohort achieved a combined level (RWM) of EXS or above with a large number (9/30 = 30%) of students achieving GDS in one or two of the 3 combined curriculum areas. A large percentage of the SEND and PP children managed to secure EXS in at least one of the combined levels.	£27,658	Yr6								
Foundation 1:1 Teacher Pupil premium funding will be used to partly fund an additional teacher in Foundation to enable smaller class groups and focused support for Foundation. In particular disadvantaged pupils.	An improved number of pupils achieving GLD	Two teachers meant pupil premium children were able to access teacher-led RWI lessons and differentiated Maths lessons. Having two adults also meant the PP children could access teacher-led interventions in the afternoon. These were mainly based on RWI or Communication, Language, and Literacy Estimated data for 2019-2020 <table><tr><td></td><td>PP</td><td>Non-PP</td><td>Difference</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>		PP	Non-PP	Difference					£33,180	
	PP	Non-PP	Difference									

		<table><tr><td>Pupils GLD</td><td>7/13= 54%</td><td>9/13= 69%</td><td>-15%</td></tr></table>	Pupils GLD	7/13= 54%	9/13= 69%	-15%										
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Pupil Premium funding will be used to partly fund a teaching Assistant and the school SENCO to deliver Reading Intervention support, including RWI 1-1 intervention and SEN support. This will be targeted to pupils in KS1 and lower KS2 who are behind ARE in Reading ..	Accelerated progress for pupils who are significantly behind in Phonics and Reading in KS1 and lower KS2.	<p>As a result of the additional teacher, smaller streamed RWI phonics groups were created to ensure targeted bespoke phonics interventions for all pupils, particularly those identified during pupil progress meetings/reviews.</p> <p><u>Reading – ARE Pupils(all) - 87%, PP- 88%</u></p> <p><u>Phonics Screening Check</u></p> <table><tr><td></td><td>PP</td><td>Non-PP</td><td>Difference</td></tr><tr><td>Yr1</td><td>80%</td><td>85%</td><td>-5%</td></tr><tr><td>Yr2 Retake</td><td>33%</td><td>0</td><td>+33%</td></tr></table>		PP	Non-PP	Difference	Yr1	80%	85%	-5%	Yr2 Retake	33%	0	+33%	£25,500	Year 1 Year 2
	PP	Non-PP	Difference													
Yr1	80%	85%	-5%													
Yr2 Retake	33%	0	+33%													
Pupil premium funding will be used to provide 1-1 support for identified vulnerable pupils	Improved attainment and progress for pupils in Maths, and English at the end of KS2	PP children supported to support progress. Support was offered for selected vulnerable PP pupils in KS2. This enabled pupils to access the curriculum in a classroom setting with their peers. Progress was tracked during pupil progress meetings. Some of the ide	£30,000	Year 6												
<p>Pupil Premium funding will be used to access external support from experienced Speech and Language Therapists ‘Talk about Town’.</p> <p>SLT programmes of support will be implemented for identified pupils and progress monitored.</p> <p>Talk boost and Chatty Bats interventions implemented in EYFS and KS1</p>	Early intervention to address speech and language needs of our pupils in EYFS, KS1 and KS2 ensuring these pupils make good progress in language acquisition and development.	This service gave us excellent reports that highlight individual children who need further referral to the Paediatrician due to complex social /emotional and communication needs. Individual reports and targets are set with activities for TA/Senco to work through weekly for PP pupils. This included the therapist reviewing termly and discussing strategies to work on at home.	£4,700	Year 1 Year 2												
Pupil premium funding will be used to partly fund our Pastoral Support Teacher and an additional teaching	To provide additional Nurture support for pupils with a range of needs – social, emotional, behavioural and support their SEB development.	Children were measured using a Boxall profile. Targets were met and children progressed well through the programme.	£25,000	Years 1 to 6												

assistant to run a Nurture Group for identified pupils		Class teachers commented on the increase of concentration and participation during their morning sessions in class. Behaviour throughout the school day improved for the targeted children, especially during playtimes and lunchtimes.		
To provide extra-curricular activities to pupils who would benefit socially and emotionally from participating in these clubs, and would otherwise find it difficult to access these activities.	To ensure all children enjoy and are able to participate in all aspects of school life and experience learning outside of the classroom.	Clubs were attended by 137 children from across school. 43% of these children were pupil premium. 5 afterschool clubs ran in the Autumn and half of the Spring Term: Sally Williams Trampolining Y4, Y5, Y6 Graham Branch Football Y1-Y6 TRFC in the community Dance Y1-6 Edsential: Get fit Y3-6 Edsential: Karate Y2 40 pupils (18 pupil premium pupils) took part in a 6 week physical and mental health programme called 'Personal Best' ran by Edsential. Questionnaires completed before and after showed improvements in self-worth in 38 of the 40 children. 65% of PP pupils took part in extra curricular activities. 43% of the children that took part in the extra activities were PP.	£3020	Foundation 1 to Year 6
Funding will be used to support our Family Matters programme. This programme works with families to support the social and emotional well-being of their child.  In addition, it shares teaching approaches for language and literacy enabling parents to feel more confident in supporting their child at home.	To support parental engagement through our EYFS Family Matters Programme	Parental feedback from Family Matters includes a better understanding of behaviour management. A closer relationship with children and a greater understanding of the health and wellbeing of children and how to support them educationally.	£650	Foundation Stage KS1
Total spend			£173,417	

### What has been the impact of Pupil Premium Spending on outcomes?

#### Foundation Stage 2 Outcomes TA – 2020

The table below shows the percentage of Pupil premium pupils achieving a Good Level of Development at the end of the Foundation Stage compared with non-Pupil Premium Pupils.

	Pupil Premium Pupils (13 )	Non-Pupil Premium Pupils (13)	School Difference
Pupils achieving a Good Level of Development. (GLD)	7/13= 54%	9/13= 69%	-15%

#### Phonics Screening: Year 1 – 2020

The table below shows the percentage of pupils achieving the expected standard for Phonics at the end of Year 1 in 2020. Assessed December 2020

	Pupil Premium Pupils (15)	Non-Pupil Premium Pupils (9)	Difference
Pupils in Year 1 achieving the statutory expectation at the end of Year 1 in phonics screening assessment.	80%	85%	-5%
Year 2 Retake	33%	0	+33%

Due to Covid-19 we are unable to analyse how pupil premium pupils performed in line with the local authority average. There is a difference of -5% between PP and non-PP pupils. We will continue to use PPG to further diminish the difference between Pupil Premium and Non-Pupil Premium Pupils.

### End of KS1 Attainment 2019 – 2020 Teacher Assessed

**The table below compares the end of KS1 attainment of Pupil Premium pupils in the school compared with non- Pupil Premium Pupils in the school.**

Number of Pupil Premium pupils -14

Number of Non-Pupil Premium Pupils –7

	Pupil Premium Pupils	Non-Pupil Premium Pupils	Difference
Reading - Expected standard	57%	43%	+14%
Reading - Greater depth	7%	0	+7%
Writing – Expected standard	50%	43%	+7%
Writing - Greater depth	14%	0	+14%
Maths – Expected standard	64%	43%	+21%
Maths - Greater depth	7%	0	+7%
Reading, Writing Maths combined – Expected standard	50%	43%	+7%
Reading, Writing, Maths combined – Greater depth	7%	0	+7%

St Joseph's Catholic Primary School's end of KS1 data for Pupil Premium pupils in 2020 is very positive; the difference between PP and non-PP has diminished since 2019 in Writing, Maths and RWM. The difference has remained the same in reading. Due to Covid-19 we are unable to analyse how pupil premium pupils performed in line with the local authority average. A higher percentage of PP pupils achieved the expected standard than non-PP pupils in all Reading, Writing and Maths.



### End of KS2 Attainment 2019 – 2020 Teacher Assessed

**The table below compares the end of KS2 attainment of Pupil Premium pupils in the school compared with non- Pupil Premium Pupils.**

Number of Pupil Premium pupils - 20

Number of Non-Pupil Premium Pupils – 10

The number of Pupil Premium pupils is particularly high when compared with non-PP pupils and it is important to take this into consideration when noting the % gaps in attainment between these pupil groups. The numbers of pupils attaining at each level is shown in brackets to provide a clearer picture.

	Pupil Premium Pupils	Non-Pupil Premium Pupils (school)	Difference	Local Authority Difference	National Difference
Reading - Expected standard	70% (14)	80% (8)	-10%	Not Available	Not Available
Reading – Higher standard	25% (5)	40% (4)	-15%	Not Available	Not Available
Writing – Expected standard	65%(13)	80% (8)	-15%	Not Available	Not Available
Writing - Greater depth	5% (1)	0 (0)	+5%	Not Available	Not Available
Maths – Expected standard	70% (14)	80% (8)	-10%	Not Available	Not Available
Maths – Higher standard	5% (1)	20%(2)	-15%	Not Available	Not Available
Reading, Writing Maths combined – Expected standard	55% (11)	80% (8)	-25%	Not Available	Not Available
Reading, Writing Maths combined – Higher standard	0	0		Not Available	Not Available

We will continue to use the Pupil Premium Funding to further diminish the difference between Pupil Premium and Non-Pupil Premium Pupils