

# Pupil premium report for St Benedict's Catholic Primary School

## Pupil premium spending 2019/20

SUMMARY INFORMATION			
Date of most recent pupil premium review:	March 2020	Date of next pupil premium review:	March 2021
Total number of pupils:	191	Total pupil premium budget:	£48,840
Number of pupils eligible for pupil premium:	37 R – 0 Y1 – 2 Y2 – 4 Y3 – 5 Y4 – 3 Y5 – 5 Y6 – 6 (Y7 – 10) (2 pupils have left the school)	Amount of pupil premium received per child:	£1320

## STRATEGY STATEMENT

All members of staff, governors and teaching assistants accept responsibility for 'disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'diminishing the gap' between vulnerable pupils and their peers; the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils are in receipt of Quality First Teaching in every classroom enabling them to reach their full potential and to fully engage in our curriculum and school life. Provision will be made through:

- Developing and improving pupils' access to education
- Developing and supporting pupils' access to the curriculum
- Providing alternative support and intervention where necessary within school

The aim of the pupil premium strategy is to diminish the differences between PP pupils and non-PP pupils and to raise attainment of all pupils.

This report aims to explain how Pupil Premium funding has been used within school. It will detail the attainment and progress of pupils who are covered by the premium and the intervention, practice or staffing that has been supported by the additional funding.

EYFS DATA			
	Pupils eligible for pupil premium (PP) (2)	Pupils not eligible for PP (28)	
		School Average	National average
Good level of development (GLD)	50%	80%	n.a
Reading	50%	72%	n.a
Writing	50%	72%	n.a
Number	100%	76%	n.a
Shape	100%	76%	n.a

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP (4)	Pupils not eligible for PP (25)	National average (all pupils 2018)
75%	88%	82%

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	40%	65%	n.a
% making expected progress in reading	40%	70%	78%
% making expected progress in writing	40	65	73
% making expected progress in maths	40	83	79

END OF KS2

## END OF KS2

29 pupils were eligible for the KS2 SATs	Pupils eligible for PP (10)	Pupils not eligible for PP (19)	
		School average	National average
% achieving expected standard or above in reading, writing and maths	40%	74%	71%
% making expected progress in reading	50%	79%	78%
% making expected progress in writing	60%	89%	83%
% making expected progress in maths	60%	95%	84%
% achieving the higher standard in reading, writing and maths	0%	21%	n.a
% achieving the higher standard in reading	10%	37%	n.a
% achieving the higher standard in writing	0%	26%	n.a
% achieving the higher standard in maths	20%	26%	n.a

## BARRIERS TO FUTURE ATTAINMENT OF PP PUPILS

### Academic barriers:

A	Difference between attainment in reading for PP pupils and non-PP pupils
B	Maintaining or improving the % of pupils achieving the higher standard achieved at the end of KS1 (In 2019, 50% of high attainers at KS1 achieved the expected standard compare to 100% of non-PP pupils.)
C	0% of PP Pupils who have additional SEND needs achieved the expected standard in English – reading and writing compared to 67% of non-PP.

## ADDITIONAL BARRIERS for PP PUPILS

External barriers	
D	Attendance – 94.27% PP pupils v 96% of non-pp.
E	Availability of high quality texts and language modelling at home.
F	Financial constraints limiting availability to take part in residential or school trips.

INTENDED OUTCOMES of this strategy		
Specific outcomes		Success criteria
A	To improve the attendance of PP pupils.	<p>The attendance of PP pupils will be equal to or above that of the non-pp pupils (94% v 96%).</p> <p>School attendance will be at least as good as the national.</p>
B	To diminish the difference between PP and non-PP attainment in reading, writing and maths at the expected level.	<p>The difference in attainment between pupil premium and non-pupil premium groups is diminished:</p> <p>Pupil Premium pupils achieving the expected standard at KS2 and non- PP pupils in Reading (50% v79%) Writing (60% v 89%) and Maths (60% v 95%)</p>
C	To increase the percentage of PP pupils achieving the higher standing in Reading.	The percentage of pupils achieving the higher standard in reading is closer to the non-PP percentage (10% v 37%).

## Planned expenditure for current academic year

ACADEMIC YEAR						
Year Group/ phase/ whole school	Desired outcome	Chosen action / approach	Evidence Approach – What is the evidence and rationale for this choice?	How will you know it has been implemented	Monitoring and evaluation – Staff Lead	When will it be reviewed?
Whole School	<p>Attendance of all pupils will meet or exceed national average.</p> <p>The attendance of PP pupils will improve so that the difference between attendance of PP pupils and non- pp pupils will diminish (94% and 96%)</p>	<p>HT and dedicated attendance manager to implement robust system of response to absence.</p> <p>HT to complete home visits for vulnerable PP pupils if no contact is made with parents.</p> <p>HT to meet EWO each term to discuss pupils and families.</p> <p>HT to issue attendance awards each term.</p> <p>Weekly class awards for best and most improved.</p> <p>Early Help assessments with HT (and health or social team where appropriate) for families who need extra support</p> <p>Input from Emotionally Healthy Schools with SENDCo where necessary</p>	<p>The DfE report: link between attendance and attainment at KS2 and KS4 - March 2016 ...in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2. The accompanying text says: ... pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15 per cent of all sessions</p>	<p>Attendance will increase overall and the difference between the groups will diminish.</p> <p>PP data will improve.</p>	<p>SLT Pupil Progress meetings</p> <p>CT and SLT FFT data gathering and monitoring</p> <p>Attendance officer monitoring weekly</p> <p>SENDCO supporting pupils with emotional needs who are not attending school.</p>	Monthly

Whole School	All teaching of reading is good or better and attainment in reading improves	<p>Clear understanding of the combined shared and guided reading structure across school</p> <p>Parachute model implemented to ensure all children are given opportunity for shared and guided reading.</p> <p>Staff CPD – Local Authority approved reading consultant to deliver training on shared and guided reading to raise attainment.</p> <p>Peer modelling and coaching to support all staff and sharing of good practice.</p> <p>End of year Non-negotiables introduced and guided reading format shared and monitored.</p> <p>Continue embedding VIPERs across the school.</p> <p>SLT to continue engaging with the Local authority MSIP program to raise standards in reading</p> <p>Opportunity for reading in all areas of the EYFS curriculum.</p>	<p>EEF research – Improving Literacy at KS2 (April 17)</p> <p>Specialist support from literacy counts sharing good practice.</p> <p>MSIP reading training.</p>	<p>Reading attainment will improve and progress will accelerate (KS2 SATs)</p> <p>Termly Pupil Progress meetings</p> <p>Summative assessments twice a year</p> <p>Monitoring of reading sessions</p>	Reading Lead  SLT	Termly  July
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Whole School	Purchasing of new reading material across the school	<p>High quality texts driving the curriculum</p> <p>Curriculum planning ensures access to reading in all areas of the curriculum and deepens understanding across all subjects.</p> <p>Opportunity for reading in all areas of the EYFS curriculum.</p> <p>Phonics teaching is high quality and links to decodable books.</p> <p>Opportunity for reading for pleasure increased with ERIC time and libraries well stocked to raise interest.</p>	EEF Research – Improving Literacy in KS1 EEF Research – quality texts and Accelerated Reader.	Attainment difference diminishes and results of all pupils improve in reading and writing.	<p>Curriculum Lead</p> <p>Reading lead</p> <p>Key Stage leaders</p>	Termly
Whole School	Promote an ethos of success for all with high expectations	<p>Mixed ability tables where possible</p> <p>TEEP cycle to reinforce group work and peer coaching of pupils</p> <p>CPD for staff training in TEEP</p> <p>Children given a choice of activity to enable them reach higher and not be restricting by their current attainment level.</p>	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming/</a>	Attainment difference diminishes and results of all pupils improve.	<p>SLT</p> <p>Lesson pop ins</p> <p>Peer review</p> <p>Book looks</p>	Half termly

SEND and PP whole School	Diminish the differences in reading and writing for pupils with additional needs	<p>Small group interventions with TAs.</p> <p>1:1 interventions with TAs.</p> <p>Purchase of Mighty Writer – a resource to motivate reluctant writers and to build vocabulary.</p> <p>Alternative provision resources and TA time to support</p> <p>Pre-teaching of vocabulary to enable good progression and participation in whole class /small group sessions.</p>	EEF - small group tuition	Attainment difference diminishes and results of all pupils improve.	<p>Pupil progress meetings</p> <p>Summative Tests</p>	Termly
KS1	Accelerate the progress of identified weaker readers in KS1	FFT intervention – training of staff, resources and TA time to lead 1:1 sessions.	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading/</a>	Pupils reading attainment will improve and the difference with ARE will diminish.	<p>Summative Tests</p> <p>SENDCo monitoring</p> <p>PM Benchmarking</p>	Half termly
Whole School	To develop the use of effective and well-deployed TAs	<p>CPD – Phonics, reading, mighty writer, maths, SALT, sign language,</p> <p>Introducing TA timetables to replace class TAs to ensure TA time is well directed and purposeful. Drawn up by SLT following pupil progress meetings.</p>	<a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</a>	<p>TAs will have a positive impact on pupil results.</p> <p>TAs will be held accountable for their roles.</p> <p>Under performance will be tackled</p>	<p>SLT monitoring</p> <p>Intervention book looks</p> <p>Pupil progress meetings</p>	Half termly



Whole School	Pupils socialize with their peers in and have a wide range of experiences outside of school and the classroom which helps to develop knowledge of the world, opportunity to write and motivation to do so.	Provide access high quality to residential and school trips  Out of school clubs  Visiting specialists, art groups, musicians, drama groups, pantomimes etc	EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact	Writing attainment will increase and the difference will diminish.	Book looks  Lesson pop ins	Termly
Year 6	Pupils have access to small group booster sessions and targeted approaches for maths and SPAG	Year 6 morning booster sessions to provide targeted intervention for half a term.  Revision guides purchased.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	Writing attainment will increase and the difference will diminish.  High and middle prior attainers will at least mirror their KS1 results.	KS2 SATs	Annually
Whole School	To improve spelling	Whole school subscription to Spelling Shed.  Teachers follow the scheme to give structure to the way spelling is taught in each year group.  Children can practice at home and are motivated by the platform.  Children given access to ipads during the school day to practice spellings	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reflect-d-meta-cognition/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reflect-d-meta-cognition/</a>	Summative SPAG tests will show accelerated progress  KS2 SATS results  Teacher judgements will show a larger number at ARE or above	KS2 Sats  Summative tests  Book looks SLT  SLT monitoring of spelling shed participation.	Termly

REVIEW OF PREVIOUS ACADEMIC YEAR

Total amount: 47812

Based on Previous Pupil Premium report – the following items were reviewed.

Action	Cost	Impact	REVIEW (March 2020)
<p><b>Teaching and Learning Intervention</b></p>	<p>Fischer Family Trust Reading  Intervention delivered by Specialist teaching assistant</p>	<p>Using a specialist teaching assistant to  remove barriers for learning to ensure children attain good outcomes and targeted children achieve expected levels for their age.</p>	<p>All pupils who have been in receipt of FFT reading intervention have made accelerated progress. PM benchmarking shows that they move on average 3 book bands in a 6-12 week period.</p>
	<p>Additional daily Guided Reading session delivered by the teaching assistant to accelerate progress in reading.</p>	<p>Identification of key marginal pupils, provision of intervention programme for Reading. Monitoring of impact on pupil progress</p>	<p>Guided reading across the school has been reviewed and altered following a consultation with a specialist. Training has taken place and all staff have been given new models and guidance to follow. VIPERS was introduced in the Spring term and was too close to the SATS for impact to be measurable. Reading results at the end of KS2 were lower than the previous year (69% v 81% 2018 and 79% 2017). In 2019 50% of PP pupils achieved ARE and non PP 79%.</p>
	<p>Additional daily mathematics reasoning session delivered by the  teaching assistant to accelerate</p>	<p>Identification of key marginal pupils, provision of intervention programme for  mathematics. Monitoring of impact on pupil</p>	<p>60% of PP pupils achieved ARE in 2019 compared to 95% non PM. Maths results at KS2 fell slightly last year but remained ahead of the 2017 results (2019 83% -2018 88% and 2017</p>

	progress in mathematics reasoning.	progress	69%)
<b>Teaching and Learning Total Spent = £41,756</b>			
<b>Enrichment</b>	Residential trips – Outdoor pursuits/activities (Yr 6 London (4 x £250) , Yr 5 Robinwood (6x £221) & Yr 3&4 Robinwood (Y3 4x £269 , Y4 6 x 269)	Increase motivation, engagement and a breadth of opportunity. Provide opportunities for high ability children to access specific programmes	A number of pupils are accessing residential trips and they are very valuable.
<b>Total Enrichment = £5016</b>			
<b>Families &amp; Community</b>	Disadvantaged subsidy fund:-  Clothing and uniform = £40		Whilst providing clothing is important, its value is limited and not considered a good use of pupil premium money.
	Family Support Worker – providing signposting and support to families ( social care) = £1,000	Vulnerable families access level of support including signposting; CAF process; telephone or direct contact to meet social care needs	The family support worker is no longer employed via the AHLC and has not completed any work this financial year.
<b>Families &amp; Community total spend £1040</b>			
<b>Overall total Spend £47812</b>			