

# St. Wilfrid's C.E. Primary School

## Pupil Premium Spending 2018/19

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### What is Pupil Premium?

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. In the 2018 to 2019 *financial* year, schools received £1,320 for each eligible primary-aged pupil. The Pupil Premium Grant is allocated to schools on the basis of the number of students on roll known to be currently eligible for Free School Meals (FSM) or who have claimed in the last 6 years (known as the Ever 6 FSM), as well as students who have been looked after continuously for more than 6 months by the local authority (LAC - looked after children) or children whose parents are currently serving in the armed forces. Schools must decide how the Pupil premium money is best spent and all schools are required to report on the amount of funding allocated and how this is being used.

### Pupil Premium at St. Wilfrid's CE Primary School

#### Principles

Provision funded through the pupil premium grant is informed by robust research evidence (e.g. reviews by the Sutton trust/Educational Endowment Fund and the DfE research papers), evaluation of the impact of strategies implemented in previous years and needs assessment of current pupils in receipt of pupil premium funding. We have allocated the Pupil Premium Grant to make sure all children have their needs met through high impact interventions delivered to accelerate academic progress, opportunities to access enrichment activities and effective pastoral and welfare support. We carefully track the impact of this funding on the attainment, progress and welfare of our disadvantaged children.

#### The key barriers to future attainment for our children are:

- Low attainment on entering the school at EYFS or in later year groups and/or specific additional educational needs
- Social and emotional issues affecting self-esteem, resilience and growth mindset when approaching work
- Lack of opportunity for extra-curricular activities and support/resources for learning at home
- Disruption to life outside of school and health issues resulting in low attendance

## Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	387
Total number of pupils eligible for PPG	42 (KS1: 14 and KS2: 28)
Amount of PPG received per pupil	£1,320
<b>Total amount of PPG received</b>	£55,740 (2 tranches) plus underspend £7,973 (Total: £63,713)

Spending 2018/19
<p>Objectives</p> <p>To increase the % of pupils eligible for pupil premium making expected or better progress in reading, writing and maths.</p> <p>To close the gap in attainment between pupils eligible for pupil premium and non-pupil premium pupils in reading (including phonics in KS1), writing and maths.</p> <p>To ensure that all pupils can access curriculum enrichment activities.</p> <p>To ensure pupil's emotional health is supported so that they will enjoy and engage with school and demonstrate effective behaviour for learning.</p> <p>To close the gap in attendance between pupils eligible for pupil premium and non-pupil premium pupils.</p>

## Record of PPG spending by provision 2018/19

Provision	Cost	Objective/Intended outcome	Impact
<p>Teacher/TA intervention focusing on:</p> <p>1:1 and group guided response to feedback and marking</p> <p>1:1 and group focus on self and peer evaluation against learning outcomes (SoS and individual learning targets)</p> <p>Scaffolding of meta-cognition strategies (including growth mindset)</p>	£11,400	<p>To increase the % of pupils making expected or better progress, especially those with SEND and close the gap in progress between PP and non PP pupils.</p> <p>To close the gap in attainment between pupil premium pupils without SEND and other pupils in reading, writing and maths in years 1-6.</p> <p>To close the gap in attainment for pupil premium pupils without SEND and other pupils in phonics in year 1 and 2.</p> <p>To close the gap in attainment for pupil premium pupils without SEND and other pupils eligible achieving a good level of development in EYFS.</p>	<p><b><u>Context</u></b></p> <p>In 2018-19, 42 children received PP funding. 15 (36%) were on the SEND register. 10 children in year 6 received PP funding. 1 was on the SEND register and 9 were boys.</p> <p><b><u>Progress- KS2</u></b></p> <p>Pupil premium pupils made better than expected progress from KS1 in all subjects (average progress score = 0.72 in reading, 2.93 in writing and 0.21 in Maths). This progress is better than for other PP pupils nationally (reading - 0.61, writing -0.45 and Maths -0.68). In writing, the average progress score was greater than for all pupils at St Wilfrids (reading 4.7, writing 2.1, and Maths 1.7). Overall, the progress in all subjects was much better than the previous academic year.</p> <p>Across year 3-5, the gap in progress between PP and non PP pupils was small – Between 73% (reading and writing) and 80% (Maths) made expected or better progress compared to 85% (reading), 88% (writing) and 85% (maths) of others. This gap is smaller than in the previous year.</p>
Targeted 1:1 and group interventions for PP children working below ARE with particular focus on those with SEND	£11,363		<p>50% of the PP pupils with SEND made 6 or more steps progress compared to between 80-90% of non-SEND/PP. However, by definition, most SEND pupils would be expected to make smaller steps progress than this. Further work is being carried out measuring the small steps progress of SEND pupils over the next year.</p> <p><b><u>Attainment – KS2</u></b></p> <p>PP attainment was lower than for other pupils at St Wilfrids and Nationally in Reading and Maths (Reading=60% vs 85.5%/73.2%; Maths 60% vs 79%/78.7%) though as indicated by the positive progress scores, this is a</p>

		<p>reflection of their lower starting points at the end of KS1. 90% of PP achieved the expected standard or above in writing which was higher than others at St Wilfrids (85.5%) and others nationally (78.5%). Attainment across RWM (50%) was also lower than for others at St Wilfrids (72.6%) and other nationally (64.8%) though it was very similar to other PP nationally (51%). As only 1 PP was on the SEND register and this pupil achieved ARE or above in all subject areas, % attainment for non-SEND compared to other pupils is very similar to the above. The gap between PP children and others was much less than for 2017/18.</p> <p>Across year 3-5, the gap in attainment between PP children and others is 28 % points (59 vs 79.4% ARE) for reading, 22.2 % points (52.5 vs 74.7% ARE) for writing and 36.6% points (41.6 vs 78.2% ARE) for Maths. This gap between PP and others in attainment is slightly greater for Writing and Maths than in 2018. This reflects the proportionally greater numbers of PP children who are on the SEND register than across the equivalent 3 year groups last year. The gap between non SEND PP and others is much smaller.</p> <p><b><u>KS2 - Three year averages</u></b></p> <p>As PP cohorts are small, variations between years can be greater than for whole cohorts. Therefore 3 year trends can give useful insights into the attainment and progress of PP pupils in comparison to others. In the years ending 2017-2019, the total number of Pupil Premium pupils was 31. Across the 3 years, the average progress score was 0.02 (reading), -1.23 (writing) and -1.32 (Maths). The 3 year averages are slightly lower than last year for reading and maths but higher for writing. This compares to the national 3 year average for non-pupil premium of 0.31 (reading), 0.21 (writing) and 0.30 (Maths).</p> <p>Average scaled scores were 100.1 for reading and 100.0 for Maths compared to National non pupil premium of 105.7 (reading) and 105.6 (Maths). Overall the average attainment in RWM was 36% versus 64% for National non pupil premium.</p> <p><b><u>Attainment and Progress in KS1 and EYFS</u></b></p> <p>In 2018-19, 9 children in year 2 received PP funding. 5 of these were on the SEND register. 5 of the 9 children met ARE in reading (55.6%) and Maths and 4 in writing (44.4%). This compared to 73% of all pupils meeting ARE in</p>
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			<p>reading, 65% in Writing and 70% in Maths. 100% of the non SEND PP children achieved ARE or above in RWM.</p> <p>In Year 1, 2 of the PP met ARE in reading and writing and all 3 achieved ARE in Maths and 63% met ARE in RWM.</p> <p>Across years 1 and 2, the gap in progress for PP children was 67 vs 71% making expected progress in Reading, 58 vs 67% making expected progress in writing and 58 vs 75% making expected progress in Maths.</p> <p>All 3 of the PP met the expected standard for the phonics screening (89.6% overall).</p> <p>In EYFS, 1 of the 2 PP children met GLD. The one who did not made expected or better progress from a low baseline.</p>
Learning mentor support to provide 1:1 and group intervention to support academic progress, emotional health, well-being and the social skills of pupil premium pupils	£12,500	To improve pupil's well-being, attendance at school and learning behaviours in the classroom	<p>27 children received either 1:1 learning mentor sessions or support through a nurture group. Pupils talked very positively about this support indicating that it helped with their emotional health and confidence.</p> <p>Teachers reported a positive impact on emotional health and resilience. Learning walks indicated that behavior in lessons was generally good with a very small number of children requiring additional strategies/support to maintain positive learning behaviours.</p> <p>Analysis of behaviour logs indicate small numbers of PP children as having difficulties with making positive choices in the classroom or outside. A few children continued to experiences difficulties throughout the year and were supported through a combination of 1:1 learning mentoring, adult support at playtimes and classroom strategies. Numbers of incidences for these key children reduced.</p> <p>Overall attendance for PP children was similar to non PP (95% vs 97%) with the gap narrowing slightly from the previous year. Overall attendance is above the National average (by 0.67%). Attendance for five of the seven PP children with persistent absence (less than 90%) during the previous year, improved over the 18/19 year, in some cases significantly.</p>
DH (safeguarding lead) time to:	£8,650	To close gap in progress between pupil premium children and others	See outcomes section above

<p>Evaluation and strategic planning of interventions to support PP through quality first teaching and additional intervention.</p> <p>Coordinate support for pupils and families from outside agencies including IPEH.</p> <p>Coordinate and provide training for TA in relevant interventions.</p> <p>Provision of workshops/support for parents to support homework and learning behaviours.</p> <p>Identification of suitable enrichment activities and support pupils (and parents) to access these.</p>		<p>To improve pupil's well-being, attendance at school and learning behaviours in the classroom</p> <p>Increase TA skill and confidence in providing interventions</p> <p>Increase parents perceptions of ability to support pupil homework/learning</p> <p>To increase numbers of pupils accessing enrichment activities and increase pupils self- confidence</p>	<p>see above for impact on attendance and learning behaviours</p> <p>TAs were supported to deliver a wide range of academic interventions with all pupil premium children who were identified as either not making expected progress or working below Age Related Expectations.</p> <p>Additional training for TAs focused on developing positive learning behaviours through use of the Growth Mindset approach and raising expectations of writing outcomes by developing a better understanding of writing objectives and expectations for each year group. This enabled TAs to better support pupils when responding to marking pupil's self-evaluation of writing against lesson objectives. TAs reported increased understanding of key barriers to learning amongst PP children and increased confidence in providing key interventions. Further training in key identified areas will be organized for the next academic year.</p> <p>See below for impact of learning links club and take up of enrichment activities.</p> <p>Parent information sessions were carried out throughout the year focusing on Phonics and Reading (KS1) and preparation and support for pupil in Year 2 and 6 SATS tests. Smaller/focused workshops are planned for the 2019-20 academic year to meet the needs of key families.</p>
<p>Play Therapist (including training and resources) to provide 1:1 therapy to support the emotional health and well-being of pupils.</p>	<p>£4,500</p>	<p>To improve pupil's well-being, attendance at school and learning behaviours in the classroom</p>	<p>The play therapist successfully completed training and is now able to work with a wider range of pupils. Analysis of SDQ scores for children participating in play therapy indicated a reduction in the overall difficulty score as reported by either teacher or parent (or both) for all but one of the children. In this case the therapy ended because the pupil moved to secondary school.</p> <p>See above for impact on learning behaviours and attendance.</p>

Teaching assistant to support Forest School for pupils in years 1-3	£2,000	<p>To provide stimulating and engaging opportunities to meet curriculum objectives outside the classroom.</p> <p>To increase engagement with learning, self-confidence and social skills with peers.</p>	Four teachers were trained to deliver Forest school sessions and all children in years 1-3 participated in 6 afternoons of Forest School over the year. Class teachers were able to build on and make links with termly projects and learning objectives addressed within the classroom. Pupil's reported enjoying the sessions and many demonstrated increased confidence through managed risk taking. Teachers identified key pupils, particularly pupils who found learning within the classroom more challenging, as particularly benefitting from the sessions – reported high levels of engagement, enthusiasm, and development of emotional resilience and of social/group work skills.
Learning Links (Homework support) club in KS2	£1,700	To enable pupils to complete homework or classwork, consolidating learning in an appropriate environment with adult support.	All but 5 KS2 PP children accessed learning links homework club during the year and all those who did not choose to attend were able to complete their homework at home. For some, this was a regular weekly or twice weekly attendance. For others attendance was occasional. Pupil conferencing found that the club was essential to the completion of homework for pupils who did not have access to a computer at home. Many pupils particularly valued the support of teaching assistant during this time and particularly with Maths. Parents reported that pupils were sometimes unwilling to start homework at home and that this opportunity reduced tension at home.
<p>Resources and training to provide interventions for pupil premium pupils with SEND.</p> <p>Training for Learning mentors in 1:1 active listening/emotional health interventions</p> <p>Resources to ensure dyslexia friendly classrooms</p>	£4,000	<p>To increase impact of targeted interventions (e.g. first class@number, success@arithmetic).</p> <p>To increase impact of 1:1 learning mentor support</p> <p>To increase progress for pupils with dyslexia.</p>	<p>Materials and play resources supported learning mentors and the play therapists to deliver 1:1 and group sessions. TAs were supported to deliver targeted interventions in reading, writing and Maths. The impact of these was evaluated on an individual basis and amended/adjusted termly as appropriate. See above for progress of all pupils including those with SEND.</p> <p>Additional locality based training for learning mentors in 1:1 active listening/emotional health interventions is due to commence in September 2019.</p>
Banded reading books for years 3/4	£500	To ensure pupils working below year group expectations (including SEND) are able to access books at the appropriate level and to accelerate progress in reading	Banded reading books were bought to meet the needs of those pupils in years 3 and 4. All but 1 of the 10 pupils in year 3, who required these books, made expected or better progress in reading during the year (6 made accelerated progress). The 4 SEND children in year 4 made small steps progress. Two have since be granted ECHPs and 2 more are in the process of having applications made.

Subsidised trips and enrichment activities (including school residential and clubs and music lessons)	£7,000	To enable pupils to access enrichment activities to raise self-esteem, social skills and provide inspiration for learning.	<p>All except five PP children from KS2 children took part in one or more extra-curricular clubs during the year. For some children, their places were funded from the Pupil Premium budget, whilst others required support from learning mentors to attend. These included sports clubs, outdoor learning and gardening clubs, choir, stop motion animation and young engineers. One child was supported to attend therapeutic alternative provision as part of their weekly timetable.</p> <p>Feedback through pupil conferencing indicated that pupils enjoyed these, developed friendships, social skills and felt more confident.</p> <p>All PP children were able to fully participate in the school residential in years 5 and 6. As well as funding, a few children (and parents) benefitted from emotional support which enabled children to feel confident enough to participate. Pupils described these opportunities as helping develop confidence, independence and 'getting over my fears' to try something new.</p>
Pupil Support Fund	£100	To provide access to school uniform and PE kit.	Funding was used to support attendance at after school club (to support school attendance). 2 children were supported to purchase new school uniform.