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GROWING SUCCESS, ROOTED IN FAITH

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

## Pupil Premium Spending 2019/20

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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 2019 to 2020 *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, 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 according to the tiered approach in line with Educational Endowment Fund (EEF) recommendations: Enhancement of Universal Quality First Teaching; Targeted academic interventions; Other pastoral 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	383
Total number of pupils eligible for PPG	39 (KS1: 13 and KS2: 26)
Amount of PPG received per pupil	£1,320
<b>Total amount of PPG received</b>	£51,480 (2 tranches) plus underspend £3,667 (Total: £55,147)

Spending 2019/20
<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>

## Priority 1 – Enhancement of Quality First Teaching

Objectives	Actions/including monitoring	Resources/Cost	Monitoring/Success criteria
<p>Pupils develop positive learning behaviours by demonstrating the acquisition of Core skills within learning (e.g. active learning including metacognition).</p> <p>Pupils demonstrate effective response to feedback and marking.</p> <p>Pupils demonstrate effective self and peer evaluation against learning outcomes (SoS and individual learning targets).</p> <p>Pupils in EYFS demonstrate increased engagement with</p>	<p>Staff professional development meeting/INSETs on development of new 'big question' curriculum in Autumn, Spring and Summer term – to include specific training on development of Core skills – active learning, developing pupil's metacognitive strategies and effective groupwork within Quality First Teaching</p> <p>Observations and coaching for early career teachers to enhance Quality First Teaching.</p> <p>Personalized feedback to support teacher/TAs strategies (1:1 and groups guided sessions) for supporting pupil's response to feedback.</p> <p>Personalised feedback to support teachers/TAs use of SoS and pupil targets to accelerate pupil progress – including though self and peer evaluation and 1:1 pupil conferencing.</p> <p>Coaching for EYFS staff to support development of: high quality continuous provision with enhanced opportunities for mark making and</p>	<p>Teaching assistant support in all year groups - £9,950</p> <p>Deputy headteacher/safeguarding lead - £8,650</p> <p>Key stage leaders</p>	<p>During 2019/20, pupil premium numbers rose to 45 by the end of the academic year. One third of these pupils were on the SEND register.</p> <p>In the Autumn and first part of the Spring term, training was carried with teachers to further develop the 'Big Question' Project Curriculum and the development of core skills – specifically developing pupils metacognitive strategies. Monitoring of books demonstrated showed increased engagement in the use of SOS and individual targets to drive progress. Teachers developed the use of 1:1 pupil's conferencing.</p> <p>Due to the National lockdown (Covid 19 pandemic) and subsequent school closure from March 2020 – the impact of these measure on pupil attainment and progress could not be measured.</p> <p>From March 2020, resources were diverted to supporting pupils to attend school (if vulnerable or children of keyworkers) or to access remote learning from home. This included during the Easter holiday period. Weekly contact was maintained by email and phonecalls. Where required, pupils were provided with hard copies of</p>

<p>writing opportunities across continuous provision and accelerated progress in writing as part of weekly focused writing groups.</p>	<p>writing; and weekly focused writing activities.</p>		<p>work and planning for some pupils with SEND was tailored to pupil's specific needs. Support for parents and pupils was provided by email and every other weekly phone calls. Where pupils were assessed as vulnerable (due to safeguarding concerns or lack of capacity to engage with home learning), the phone support was increased and support from partner organization accessed. From June, pupils in reception, Year1 and Year 2 were able to return to school although measures in place to reduce risk of Covid 19 transition meant that pupils were supported by a variety of adults and focused intervention work was suspended.</p> <p>Overall 49% (21) of PP pupils attended school lockdown. In years EYFS/year 1 and Year 6, 9 of a possible 14 pupils attended and those who did not were either shielding or not confident about attending due to feelings about the risk of Covid 19 transmission. All were engaged with learning at home. As a proportion of those year groups, this was in line with overall pupil's attendance. Across other year groups, 12 of 31 PP attended which is a significantly greater proportion than of overall pupil attendance. Engagement with home learning was slightly lower than with other pupils.</p> <p>Those PP pupils eligible for FSM were provided with these in school as hot meals or food parcels or later through the government EdenRed voucher scheme.</p>
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## Priority 2 – Targeted academic intervention

Objectives	Actions	Resources/Cost	Success criteria
Consistent identification of pupils requiring targeted intervention and well matched/quality intervention to support key learning objectives.	<p>Teachers/TAs and Learning Mentors to provide targeted 1:1 and group interventions for PP children working below ARE or not making expected or better progress.</p> <p>Monthly TA professional development meetings to develop key skills and understanding of effective interventions.</p> <p>Termly pupil progress meetings to identify and discuss targeted support those at risk of below expected attainment and/or progress.</p>	<p>Teaching assistants in all year groups - £9,950</p> <p>3x Learning mentors – afternoons - £13,200</p> <p>Deputy headteacher/ safeguarding lead (see above)</p> <p>SENCo</p>	PP pupils were prioritised for discussion during pupil progress meetings and tracking of interventions during the Autumn and first part of Spring term show well targeted provision. These were suspended from March 2020.

## Priority 3 – Pastoral/Family Support and Curriculum Enrichment

Objectives	Actions	Resources/Cost	Success criteria
Pupils to demonstrate resilience, high self esteem and positive learning behaviours in the classroom and around the school.	<p>External locality training for LM to provide 1:1 and group emotional support.</p> <p>Learning mentors to provide 1:1 and group intervention (including lunch club) to support pupil's emotional health, well-being and social skills.</p>	<p>3 x Learning mentors – afternoons (see above)</p> <p>Play therapist- £4,500 –</p> <p>Teaching assistant (daily learning links) - £1,312</p>	In the Autumn and Spring terms, 11 children received 1:1 learning mentor support and groups of other pupils participated in social skills and emotional support groups. A small number of other pupils were supported with ad hoc sessions with learning mentors to discuss concerns e.g. worries, friendship issues. Six pupils received play therapy. Feedback from pupils, parents and classroom teachers was positive. This support was suspended from March 2020.

<p>All pupils to engage with home learning and complete homework to a high standard.</p> <p>Increased attendance for those at risk of persistence absence.</p> <p>All pupils to have the opportunity to participate in enrichment activities including school clubs and trips.</p> <p>Years 1-3 to participate in Forest School as integral part of curriculum.</p> <p>All children to have PE kit/uniform.</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>TA to provide homework support through daily 'learning links' club.</p> <p>DH and KS leaders to provide 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>KS leaders to develop activities to support social skills and play strategies at break/lunchtimes.</p> <p>DH/safeguarding lead to coordinate support for pupils and families from outside agencies including IPEH.</p> <p>Teaching assistant to support Forest School for pupils in years 1-3.</p>	<p>Deputy headteacher/safeguarding lead (see above)</p> <p>Key Stage leaders</p> <p>Teaching assistants to support delivery of Forest School - £2,000</p> <p>Subsidised trips and enrichment activities - £5,400</p> <p>Uniform/PE kit - £185</p>	<p>Learning walks indicated that behavior in lessons was good with a very small number of children requiring additional strategies/support to maintain positive learning behaviours.</p> <p>Autumn term attendance data showed that PP attendance was 93% versus 97%. 10 PP had attendance of less than 90% and all were being monitored and families were being supported to improve this in some cases through support from external agencies. Usual procedures for recording attendance was amended in line with government guidance from March 2020.</p> <p>Autumn term attendance data showed that PP where required PP pupils used the learning links club to complete homework. The support for to complete Maths homework set online through MyMaths was particularly valued.</p> <p>In the Autumn and first part of the Spring term, PP pupils were encouraged and supported to access enrichment activities. Where required these places were funded. All but 6 pupils in KS2 attended at least one club. Due to school closure and government guidelines to reduce risk from Covid 19, residential trips in years 5 and were suspended.</p> <p>PE kits were purchased for all pupils who despite communication with parents, persistently attended school without one. These were kept in school and</p>
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			<p>enabled all PP pupils to fully participate in PE activities.</p> <p>All pupils in years 1-3 participated in 6 week blocks of Forest School. During lockdown. Teachers were supported to take learning outdoors and resources (e.g. picnic blankets and A frame White Boards) were purchased to support this. All year groups expanded their outdoor learning provision. Throughout the year, two more teaching staff were trained in delivering Forest School sessions.</p>
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