

**Year
2019-
2020**

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**[ST WILFRID'S CE PRIMARY
SCHOOL PUPIL PREMIUM
STATEMENT 2019-2020]**

Information for PP spending for 2019-2020 and Measuring Impact of 2018-2019

Pupil Premium Expenditure

September 2019 – July 2020

‘The pupil premium is paid to schools as they are best placed to assess what additional provision their pupils need.’

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities to reach their potential. Pupil premium funding is paid to schools according to the number of pupils who have been:

- Registered as eligible for free school meals (FSM) at any point in the last 6 years
- Have been looked after for 1 day or more or were adopted from care on or after 30 December 200.

Those who are eligible:

“The pupil premium for 2019 to 2020 will include pupils recorded in the January 2019 school census who are known to have been eligible for FSM since May 2013, as well as those first known to be eligible at January 2019.” gov.co.uk

In the 2019 to 2020 financial year, pupil premium funding is decreasing at St Wilfrid's. Schools will receive £1,320 for each primary-aged pupil from Reception to Year 6 eligible for FSM at any point in the last 6 years and £2,300 for each 'looked-after' child. There is additional funding for Nursery deprivation. **For the financial year 2019 - 20 St Wilfrid's will receive funding in the amount of: £52,800.** This is based on 40 children receiving pupil premium in Reception - Year 6 at the time the funding was awarded, 2 children who qualify as looked after and 1 child who qualifies for Nursery Deprivation - this accounts for 43 children on roll at St Wilfrid's CE. This is a further drop in Pupil Premium income for the school. It is important to note that a decrease in funding will continue year on year as the number of students currently eligible for pupil premium is considerably less in Reception and KS1 than the number of those currently eligible in KS2. There are an additional 14 children that we are aware of, who are eligible for funding, but the school does not currently receive.

How we allocate funds:

Objectives

To provide:

- High quality teaching and learning to enable disadvantaged children of all abilities to 'diminish the difference' in regards to attainment when compared to their peers.
- Making use of our data to identify key groups and gaps in attainment and provide individualized learning opportunities and interventions where appropriate.
- Extensive network of social and emotional support.

- Wide enrichment experiences

Nature of Support 2019 - 2020

At St Wilfrid's CE Primary School, there is a tailored package of interwoven support which emerges from our core practices, with its primary aim to diminish the difference between disadvantaged pupils and their peers in terms of attainment as well as providing wider enrichment experiences and social and emotional support.

Nature and frequency of support is determined by pupils' identified needs, following pupil progress meetings with class teachers, SLT including the SENDCO and Inclusion Lead, through analysis of data to identify gaps in attainment and progress.

Spending is also prioritised for bought in professional services which focus on pastoral and mental health support for our children - this is always with a focus on the child's social, emotional and wellbeing needs. This approach is supported by the research paper, supporting the attainment of disadvantaged pupil: articulating success and good practice produced by the National Foundation for Educational Research which identifies several building blocks to success in regards to PP spend. The report states:

'More successful schools tended to have more extensive social and emotional support strategies in place, including developing close links with mental health services, creating a 'social care' hub within the school, providing counselling services and parent liaison staff, alongside teaching and learning interventions.'

Focus of PPG Spending 2019 – 2020 Calculation Formula

Area	Average Impact EEF	2019 – 2020
Teaching		
DHT Support in Yr 3/4 and Yr 6	+5 months	£7600
Core support in UPKS 2 inc. grouping in Yr 5/6 – TA 3	Research for the Education Endowment Foundation show that small groups can have a big impact on learning and progression.	£5000
Support Staff		
Targeted Intervention – Intervention TAs/In class Support including 1:1 reading	+5 months Research for the Education Endowment Foundation show that small groups can have a big impact on learning and progression.	£6500
Training and Development		
Wellbeing and Resilience + Stonewall	+4 months	£600
Forest Schools – training and resourcing	+4 months	£3000
Learning Resources		

Curriculum Resources	+5 months	£1000
Inclusion		
Metacognition and self-regulation	+7 months	£400
Clubs		
Subsidised Clubs e.g. sports clubs and music classes	+2 months	£4500
Subsidised Trips including Yr 5 and Yr 6 residential	+3 months	£1600
Subsidised Child Care including Breakfast Club and After School Club	+3 months	£500
Bought in professional services		
Academy of play training placement scheme	+4 months	£1760
Speech and Language	+5 months	£1200
Attendance Support	+3 months	£9500
Educational Psychology		£9000
CBT	+3 months	£560
TOTAL EXPENDITURE		£52800

Overview of data of disadvantaged pupils at St Wilfrid's CE Primary School compared to 'others' at St Wilfrid's and like for like nationally over the last three years:

Key: Black: Disadvantaged pupils at St Wilfrid's

Red: Other pupils at ST Wilfrid's

Blue: Like for like disadvantaged pupils nationally

EYFS			
Year	Good Level of Development		
2016/2017 (5 Children)	80%	75%	56%
2017/2018 (2 children)	0%	75.6%	56%
2018/2019 (6 children)	33.3%	63.6%	??%

Phonics			
2016/2017	80%	89.2%	70%

(5 Children)			
2017/2018 (6 children)	66.7%	85.7%	70%
2018/2019 (3 children)	33.3%	85%	70%

KS 1									
Year	Expected Reading			Expected Writing			Expected Maths		
2016/2017 (7 Children)	28.6%	76.6%	62%	14.3%	71.1%	53%	57.1%	66.7%	60%
2017/2018 (5 children)	60%	80%	63%	40%	71.4%	54%	20%	77.1%	62%
2018/2019 (10 children)	50%	77.4%	79%	60%	74.2%	73%	50%	77.4%	78%

KS 1									
Year	Higher Reading			Higher Writing			Higher Maths		
2016/2017 (7 Children)	0%	26.7%		0%	13.3%		0%	22.2%	
2017/2018 (5 children)	0%	22.9%		0%	11.4%		0%	11.4%	
2018/2019 (10 children)	10%	35.5%		20%	16.1%		10%	25.8%	

KS 2												
Year	Expected Reading			Expected Writing			Expected Maths			Expected Combined		
2016/2017 (10 Children)	80%	76.9%	53%	80%	69.2%	64%	80%	84.6%	58%	70%	61.5%	39%
2017/2018 (13 children)	61.5%	65.2%	60%	69.2%	73.9%	66%	61.5%	82.6%	63%	53.8%	65.2%	48%
2018/2019 (12 children)	75%	73.3%	86%	75%	86.7%	87%	83.3%	83.3%	90%	66.7%	66.7%	71%

KS 2											
Year	Higher Reading			Higher Writing			Higher Maths			Expected Combined	
2016/2017 (10 Children)	20%	15.4%		10%	15.4%		30%	19.2%		10%	11.5%
2017/2018 (13 children)	7.7%	26.1%		7.7%	21.7%		15.4%	21.7%		0%	8.7%
2018/2019 (12 children)	25%	26.7%		16.7%	36.7%		25%	33.3%		16.7%	23.3%

Progress KS 1 – KS 2									
Year	Reading			Writing			Maths		
2016/17	2.81	-0.91	-0.7	1.55	-0.48		2.06	2.16	
2017/18	-0.05	1.87		3.60	2.54		4.13	2.12	
2018/19	-1.03	-0.62		-0.62	2.04		0.92	0.29	

Measuring impact of PP Spending 2018/2019 academic year:

EYFS Data:

- Data this year shows there is a closing of the gap between disadvantaged pupils compared with others at St Wilfrid's at the end of EYFS.
- The number of disadvantaged (based on FSM Ever 6 data for EYFS) pupils changes each year.
- In July 2019, put of the 3 of the children have had significant attendance issues, 1 due to an operation and 2 due to family issues; 1 has significant social and emotional issues.
- In July 2019, the 2 disadvantaged pupils are also on the SEND register and have complex SEN needs.

Phonics Data:

- The difference between disadvantaged and other pupils at St Wilfrid's has increased.
- Out of the 3 children, 2 children have complex SEN needs and in July 2019, 1 of the children was permanently included.

Key Stage 1 Data:

- Attainment of disadvantaged pupils has a spikey profile, with the number of children PP children doubled since the previous year.
- The difference is more in reading and maths compared with writing.
- This is the first year where disadvantaged pupils have achieved the higher standard in reading, writing and maths,

Disadvantaged pupils at the end of KS 1 do not attain as well as non-disadvantaged pupils. They are being 'outperformed' by 'others'.

Key Stage 2 Data:

- Attainment of disadvantaged pupils has remained relatively stable across reading, writing and maths.
- Disadvantaged pupils attained higher in reading compared to non-disadvantaged pupils.
- RWM Combined, is the same for disadvantaged pupils and non.
- Progress scores for disadvantaged pupils are negative for reading and writing, but positive for maths.
- In maths disadvantaged pupils made more progress compared to non.
- In reading and writing, disadvantaged pupils did not make as much progress compared to their peers.

The profile of diminishing the difference continues to be a spikey profile.

What impact did our Pupil Premium spending have last academic year 2018-2019?

Use against Budget plan from last year 2018-2019

	<u>Which kind of support?</u>	<u>Impact</u>
	<p>Focused TA support in Year 6 for reading, writing and maths – Small groups of children targeted to reach or exceed the expected standard.</p> <p>Research for the Education Endowment Foundation show that small groups can have a big impact on learning and progression.</p> <p>Other Interventions</p>	<ul style="list-style-type: none"> • <u>Year 6 Rapid Teacher/ Maths Booster:</u> Impact of the rapid groups played a significant role in the contribution to both attainment and progress of disadvantaged pupils. The average scaled score for PP in Re and Ma was 104.3, with non-PP just above at 105.9. The progress of PP pupils is 0.0 compared to –0.2 non-PP. 75% of the 12 disadvantaged pupils achieved expected in reading with 25% achieving the higher standard. In maths 83.3% of 12 disadvantaged pupils achieved expected in maths with 25% achieving the higher standard. In writing 75% of 12 disadvantaged pupils achieved expected in writing with 16.7% achieving the higher standard. • <u>1:1 Readers:</u> Our 1:1 reader intervention always has a big impact on children’s reading progress. We measure the progress in Age Related Expectations steps, whereby 6 steps is expected over one year. This year with 1:1 reading taking place approximately 3 times per week, 20 disadvantaged children in Year 2 and Year 3 (50% of PP children in these two year groups) made 7 steps progress over the year. 50% of PP children in these year groups made reading progress equivalent or better than ARE. <p><u>Other Interventions</u> Learning Support Assistants are employed for a PP child in Year 1 and another in Year 2 with social and emotional issues. These children are making good progress due to this support. Small group maths interventions were in place in Year 3 for a small group of children, including 6 PP children, to raise attainment and help them close the gap. These 6 children all progressed at a higher than average rate in maths over the year. We absolutely have to look at which interventions are effective and are actually working, through careful regular monitoring against the objectives of the intervention. TAs now have an understanding that it is the way they carry out the intervention, not just what they do and if it isn’t having an impact, to try to understand why.</p>
	<p>Madeline Lindley Trip to support all KS 2</p>	<p>To continue to enable the disadvantaged children perform in line or exceed others in school and nationally in Reading.</p> <ul style="list-style-type: none"> • To help the disadvantaged children at the end of KS2 perform in line with others nationally in Reading. (Gap

	pupils to high quality texts in class	2019 = -4% at Expected and -5% at GDS.)
	Metacognition and self-regulation	<p>Aspirational Targets set:</p> <ul style="list-style-type: none"> • By the end of KS 2, 87.5% to achieve the expected standard, with 42.5% to achieve the Higher Standard • Based on maths data: 83.3% achieved the expected standard with 31% achieving the Higher Standard. • By the end of KS 1, 82.9% to achieve the expected standard, with 36.5% to achieve Greater Depth • Based on maths data 70.7% achieved the expected standard with 22% achieving the Higher Standard • By the end of Reception, at least 76% of children to achieve ELG, with at least 27% • The percentage of children achieving GLD was 68.2%
	Subsidising Trips Music Attendance Officer Drama – Music and drama Year Six Range of extra – curricular activities	<ul style="list-style-type: none"> • It is important to us at St Wilfrid's CE Primary, as part of the St James and Emmanuel Academy Trust that our children receive a rich and varied experience that expands their horizons. We do this through trips throughout the school from Foundation to Year Six. We subsidise the cost of trips with our Pupil Premium Funding to ensure all children can have these experiences. These have included our residential in Year 5 and 6. Our very talented music specialist that comes into school to work with the children with ukulele and tin whistles. The children receiving extra music support is closely monitored to ensure there is fairness between FSM and Non FSM. We also showcase the skills the children have learnt during celebration assemblies and termly music performances. The impact on the children's confidence and self-esteem has been massive! Furthermore, the same specialist carried out practices with our Year 6 children to put on our wonderful performance of 'Hubble, Bubble, Pirate Trouble'. All the Year 6 children had parts and so many overcame confidence and self-belief issues! • Additionally, we have had various sports coaches that have come in to work with the children, to give all children the opportunity to participate in Sports and give them an opportunity to work with specialist in that area, from football to gymnastics! For more information regarding curriculum enrichment and the trips we go on, please look at our curriculum maps on our website. • Our attendance officer is aware of the children that receive PP funding and she closely monitors their attendance, however we have identified that disadvantaged absence is higher than other groups so we aim to tackle this. However, absence, including persistent absentees and unauthorised absences are down on last year's figures for all groups of children. Our absence data is above average compared to national. In July 2019 2018, the percentage achieved as was 96.5%, for PP pupils this was 94.03 which increased from 2018 compared to 96.9% for non-PP. A variety of next steps are in place to ensure that the attendance of all PP children is in line with their peers. • Our aim was to increase the number of pupils accessing a wider curriculum, including sport activities and to support the raising of expectations and aspirations, by supporting children to access additional activity

		<p>positively. From analysis, the uptake of PP pupils engaging in summer term clubs rose from 27% to 55%. Our lead on extra – curricular activities for 2019-2020 will continue with this analysis and raise the profile.</p>
	<p>Home School Learning Resources and Revision Guides Purchase of quality, longer novels</p>	<ul style="list-style-type: none"> • The parent information meetings continue to improve, in terms of attendance. Although are still not as well attended as we would hope. Key Stage One and Two Parents received a home school learning packs, after attending a 'Parent Phonic & Key Stage One and Two Assessment meeting'. These are an opportunity to explain the Assessment procedures and how parents could help their children progress. Inside the packs were a range of resources to help children with learning at home including 100 number squares, number lines, phase appropriate sounds and lots more, with KS 2 pupils receiving SATs preparation booklets! The impact of this has been a greater number of children completing their homework and we now know all children have additional resources to complete their homework at home. Furthermore, we were able to target parents to help their children progress with their Phonics. As a school we use the Education Endowment Research that highlighted to us the impact parents can have on their children's progress. As we found last year we are accessing '<u>Cracking the Code</u>' a report produced by the Social Mobility and Child Poverty Department. This document highlights the importance of parental involvement. We continue to embed strategies we used last year this year. 33/44 parents attended our Phonic Workshop. We will continue to look at ways to increase this number. • Training and additions to our Maths resources has been a fantastic way to support our TAs support the children in their maths classes. The use of concrete materials such as numicon etc have enabled the children to enjoy a hands on approach to new mathematical learning. • The purchase of longer, more demanding quality novels for all year groups in our library have resulted in an increased uptake of the number of children accessing books and returning these for more. Our librarian does track the returning of books on a regular basis and borrowing more. Although our reading gap between the number of PP children and other is still wide, the number of boys achieving the expected standard in reading this year was significantly lower than expected – 59.3% compared to girls at 92.9%
	<p>Art Therapy</p>	<p>*Bespoke programmes for children who have suffered some emotional trauma.</p> <ul style="list-style-type: none"> • <i>Impact measured through attendance, children's attainment and academic progress over the year.</i>
	<p>Forest School- Staff training and Resources</p>	<p><i>We would have liked forest school to achieve...</i></p> <ul style="list-style-type: none"> • Improved outcomes relating to communication and interaction both for eligible pupils and across the school. • Staff have maximum impact in the classroom, measured by overall progress of the pupils. • Lower level of class disruption leading to improved outcomes for both the children with low level challenging behaviours and with other children in the class. <p>Unfortunately the programme did not work out as expected due to the forest lead leaving her position and the member of staff also leading on forest schools resigned from her position. For 2019-2020, we are looking into 2 staff being L3 trained.</p>

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| | | <ul style="list-style-type: none">• Significant personal development including self-esteem, self-confidence and independence.
<i>We will measure this through whole school data, parent/child/ teacher questionnaires and behaviour monitoring.</i> |
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