



## SS Peter & Paul Catholic Primary School

**Person:** Neil Porter

### **Report:** Pupil Premium Spending 2020-2021

Current Disadvantaged (Pupil Premium) Numbers: **23 (11%)**

Current FSM Numbers: **23 (11%)**

Provisional Allocation for 2020-2021 = **£43,005**

Date of Last Review: **30/11/2020**

Next Date for Review: **September 2021**



| Year                 | Total      | FSM             | LAC           | PP              | EAL             | SEND            |
|----------------------|------------|-----------------|---------------|-----------------|-----------------|-----------------|
| EYFS                 | 30         | 2               | 0             | 2               | 12              | 3               |
| Y1                   | 30         | 2               | 0             | 2               | 9               | 4               |
| Y2                   | 28         | 4               | 0             | 4               | 9               | 1               |
| Y3                   | 30         | 4               | 0             | 4               | 9               | 11              |
| Y4                   | 29         | 5               | 0             | 5               | 2               | 4               |
| Y5                   | 30         | 3               | 0             | 3               | 14              | 5               |
| Y6                   | 27         | 3               | 0             | 3               | 10              | 3               |
| <b>Total EYFS-Y6</b> | <b>204</b> | <b>23 (11%)</b> | <b>0 (0%)</b> | <b>23 (11%)</b> | <b>65 (32%)</b> | <b>31 (15%)</b> |

#### **Key Priorities:**

Close the progress and attainment gaps between pupil premium and non-pupil premium pupils through:

- High quality first teaching through Universal classroom provision; enabling all children to access all areas of the curriculum.
- Effective differentiation within the classroom to provide additional support for pupils with an attainment gap.
- Targeted support for pupils struggling to access the curriculum offer due to their disadvantaged circumstances.
- Specialist support from outside agencies in order for children and families to effectively access the school curriculum.
- Providing additional resources to assist pupils with closing the attainment gap.

#### **Barriers:**

- Ability to share resources due to COVID-19 restrictions.
- Lack of human resources to facilitate delivery of plans and strategies due to pod to pod restrictions and safety implications causing timetabling issues.

## 2020/2021 Plan

| Area of Focus                                       | Allocation<br>£43,005 | Description of spending   | EEF Evidence   | Intended Impact  |
|---|-----------------------|---|--|--|
| Staff Continued Professional Development            | £4000                 | Improving teacher capability through CPD and training ensures high quality first universal provision for all pupils including the disadvantaged. Best possible teaching and learning experience day to day.   | <i>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</i>   | <ul style="list-style-type: none"> <li>Highly trained members of staff delivering high quality teaching in the classroom or via video link.</li> <li>Teacher Assessment data to show an improvement in level of pupils achieving Greater Depth, including our disadvantaged pupils.</li> </ul>                       |
| Remote Learning                                     | £4500                 | Due to COVID-19, we look to improve our remote online learning offer by purchasing Purple Mash and providing either a laptop or iPad device for disadvantaged learners to complete learning at home.  | <i>Teaching quality is more important than how lessons are delivered. Ensuring access to technology is key, particularly for disadvantaged pupils.</i>   | <ul style="list-style-type: none"> <li>Up skilled teachers improving the quality of remote learning.</li> <li>Higher level of pupil engagement through improved quality and greater access to devices.</li> </ul>  |
| Face to face teaching assistant support             | £27,534               | Teaching Assistant spending includes an allocation of PP spending that covers support given by TA's each week across the school. Children entitled to Free School Meals access this support through group work supported by teaching assistants or 1:1 support where necessary. | <i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</i> | <ul style="list-style-type: none"> <li>All pupils will be able to access the curriculum regardless of ability or family background.</li> <li>All pupils requiring additional curriculum support will receive it through a targeted intervention delivered by a teacher or teaching assistant.</li> </ul>             |
| Specific pupil support for a targeted area of need. | £8900                 | Family Support Worker to work as a Pastoral Manager. A trained family worker to provide support with targeted families to improve attendance at school and provide support and advice to parents.   | <i>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</i>  | <ul style="list-style-type: none"> <li>Any pupil of family experiencing difficulty which is acting as a barrier to learning will receive the support they need from an external specialist.</li> <li>Pupils/families identified will see an improvement in the situation to allow learning to take place.</li> </ul> |
| <b>Total Spend</b>                                  | <b>£45,934</b>        |   |  |  |

## 2019/2020 Impact Log

| Area of Focus                                       | Allocation<br>£39,900                    | Description of spending  | EEF Evidence   | Impact  |
|---|--|--|--|---|
| Staff Continued Professional Development            | £2000                                    | Improving teacher capability through CPD and training ensures high quality first universal provision for all pupils including the disadvantaged. Best possible teaching and learning experience day to day.  | <i>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</i>   | <ul style="list-style-type: none"> <li>• Staff skills improved by quality training and professional development.</li> <li>• Improved teaching and learning.</li> <li>• Improved outcomes for pupils (by teacher assessment judgements without formal assessment due to COVID-19 school closure).</li> </ul>   |
| Face to face teaching assistant support             | <p>£21,980</p> <p>£3,800</p> <p>£450</p> | <p>Teaching Assistant spending includes an allocation of PP spending that covers support given by TA's each week across the school. Children entitled to Free School Meals access this support through group work supported by teaching assistants or 1:1 support where necessary.</p> <p>Online intervention support through 'LEXIA Core 5'. Pupils access intensive and individual programme of targeted support in English.</p> <p>Speech &amp; Language support programme 'WELLCOMM'. Monitoring progress of disadvantaged and SEN pupils.</p> | <i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</i> | <ul style="list-style-type: none"> <li>• Teaching Assistant support now available in all classrooms to support disadvantaged learners.</li> <li>• Improved access to 1:1 support in each classroom.</li> <li>• LEXIA programme shows successful improvement for all participants.</li> <li>• WELLCOMM yet to be used effectively as we did not have access to all pupils when school was closed due to COVID-19 last year.</li> </ul> |
| Specific pupil support for a targeted area of need. | £8400                                    | Family Support Worker to work as a Pastoral Manager. A trained family worker to provide support with targeted families to improve attendance at school and provide support and advice to parents.  | <i>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</i>  | <ul style="list-style-type: none"> <li>• Any pupil of family experiencing difficulty which is acting as a barrier to learning will receive the support they need from an external specialist.</li> <li>• Pupils/families identified will see an improvement in the situation to allow learning to take place.</li> </ul>  |

|  |                |   |   |   |
|--|----------------|---|---|---|
| Wider Support Services for children in need. | £2350          | Educational Psychology Support Services for Schools. Supporting disadvantaged pupils with additional psychological and emotional needs that are barriers to progress and accessing the curriculum. Providing effective support strategies for engagement. | <i>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</i> | <ul style="list-style-type: none"> <li>Any disadvantaged pupil identified with a specific need or barrier to learning stopping them accessing the curriculum receives the necessary expert support and advice.</li> <li>Increased teacher knowledge and strategies to support given and implemented effectively.</li> </ul> |
|  | £1170          | Pupil & School Support Services. Supporting disadvantaged pupils with additional needs that are barriers to progress and accessing the curriculum. (45% of our disadvantaged pupils are also SEN).  |   |   |
| <b>Total Spend</b>                           | <b>£40,150</b> |   |   |   |

#### EEF Evidence Documents:

Evidence Summaries -

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

Pupil Premium Guidance -

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance\\_iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)

Remote Learning Guidance -

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Remote\\_learning\\_evidence\\_review/Rapid\\_Evidence\\_Assessment\\_summary.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf)

Use of Teaching Assistants -

[https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching\\_Assistants/TA\\_RecommendationsSummary.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_RecommendationsSummary.pdf)