

Pupil Premium – 2019/20

The pupil premium is additional funding given to schools to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The Government believes that the pupil premium is the best way to address current underlying inequalities between children eligible for free school meals (FSM) and their non FSM peers, by ensuring the funding to tackle disadvantage reaches the pupils who need it most. The Government uses eligibility for free school meals as the main measure of deprivation at pupil level.

Common barriers for disadvantaged pupils can be; weak language and communication skills, lack of confidence, more frequent behavioural difficulties, attendance and punctuality issues and less support at home. The challenges are complex and varied, therefore, it is important that individual needs are identified and catered for as we are very clear that negative, outside influences are not an excuse for underachievement.

At St. Mary's and St. Benedict's school, there is a school-wide commitment to raising achievement for ALL pupils and a key objective for the use of the pupil premium grant is to close the gap between pupil groups.

Aims

- To close the attainment gap in Reading, Writing and Maths
- To continue to improve behavioural difficulties at school and/or home which are impacting on individuals accessing the curriculum
- To continue to improve confidence, anxiety/anger issues, self-esteem and independence
- To continue to improve attendance and punctuality
- To continue to develop parental engagement, support and partnership work to remove barriers to learning
- **For ALL pupils to achieve the highest possible standards and realise their full potential in all aspects of their learning**

Pupil Premium Estimated Expenditure 19/20 (£96, 320)

	£	How was this used?	Examples of impact:
Admin hours - approx 3 hrs pw attendance	2,993.00	<ul style="list-style-type: none"> ▪ Use administrative hours to flag up those pupils, to senior leaders and parents, whose punctuality or attendance is a concern and impacting on their education 	<ul style="list-style-type: none"> ▪ With continued monitoring and interventions, attendance was expected to improve again this year, but this cannot be measured due to school closures because of the pandemic.
*CARITAS Social Worker cost	9,500.00	<ul style="list-style-type: none"> ▪ Employ a CARITAS worker to: work with parents and families to support their children through difficulties such as bereavement or family separation, provide nurturing and support sessions for children 1:1 or in small groups, to work with children and their families to help improve behaviour at home and/or school, to work with children to build positive relationships, to provide home visits to families to help them support their children through difficulties, accessing Christmas gifts for families that cannot afford to buy them themselves and to deliver workshops such as NSPCC PANTS and RELAX KIDS 	<ul style="list-style-type: none"> • Relax Kids delivered to Years 2 and 6 as part of rolling programme to ensure that this is delivered to whole school. • Expect Respect delivered whole school R-6 to promote healthy, non-violent relationships. • NSPCC PANTS delivered to Year 1 and refresher to Years 2-4 to ensure children are aware of the underwear rule and safe from sexual abuse. • Small group work delivered to increase individual pupil self-esteem – Super Skills and Friendship Group. • Incredible Years Parenting Course was to be delivered in the Spring Term to parents from our own school and other local schools, but this was unable to be completed due to the pandemic. • 1:1 work with pupils to help them explore anxiety, anger or negative behaviour choices. • 1:1 work supporting parents.

<p>* Speech and Language Therapy</p>	<p>1, 625</p>	<ul style="list-style-type: none"> • Initial assessment of individual children’s needs. • Programmes and resources set and put in place by qualified speech and language therapist for TAs to follow. • Review of programmes and targets set. New targets made as needed. • Follow up assessments of children to identify progress. • Specialist support and advice to staff. 	<ul style="list-style-type: none"> • From March ’19 to March ’20 13 children in Years Reception to Year 3 identified, assessed and accessing support. • Children that may not engage with SALT outside of school received the support that they needed. • Staff confident in delivering programmes because of access to specialist support.
<p>*TA hours (based on 10hrs pw per class)</p>	<p>55,080.00</p>	<ul style="list-style-type: none"> ▪ Employ additional teaching assistants to deliver personalised intervention programmes. This additional support is clearly identified in provision maps and intervention timetables and regularly monitored and evaluated by senior leaders. The aim is to narrow the gap between FSM and non-FSM pupils and ensure that FSM children make at least expected progress. ▪ Retain the IDL Dyslexic Programme and teaching assistant time to implement the programme so that we can effectively support pupils with FSM/dyslexia ▪ Provide ‘Booster Classes’ for pupils in Year 6 who have been identified as falling behind. 	<ul style="list-style-type: none"> ▪ Children benefitted from high quality individual or small group support delivered by teaching assistants to enable them to accelerate their progress and make at least expected progress. ▪ Intervention timetables and provision maps evidence where timely support has been put in place to ‘narrow the gap’ ▪ Pupil premium children are identified and targeted as a result of pupil progress meetings. ▪ Teaching assistants evaluate targets set for intervention groups. ▪ We are unable to provide data to show the impact because the children were not in school during the summer term because of the pandemic.
<p>*TA Support 1:1 Pupil</p>	<p>11,698.00</p>	<ul style="list-style-type: none"> ▪ Employ additional teaching assistants to provide 1:1 support to children that have difficulties accessing the curriculum because of their behaviour. These staff will liaise with outreach services to ensure that they are supported in their use of strategies and 	<ul style="list-style-type: none"> • Member of staff liaises with outreach services to implement strategies and record and feedback the impact of these.

		resources to fully support individual pupils access the curriculum at their level.	<ul style="list-style-type: none"> • Individual pupils access dedicated, weekly IEP time to work towards specific targets for their learning. • Delivery of programme IDL to support reading. • Delivery of Speech and Language programmes.
*Golden Hill Inclusion Service	1, 400	<ul style="list-style-type: none"> ▪ Specialist advice and support for staff working with children with behavioural difficulties. ▪ Reviews of plans and strategies with follow-up reports written. ▪ Advice and support for senior leaders to feed into SEND paperwork. ▪ Support for parents. 	<ul style="list-style-type: none"> • 2 Review Reports of strategies and practice being employed in school written by members of the outreach inclusion team. • Both reports formed part of the paperwork put forward for 2 children's EHCP request, both of which were successful.
*Staff Training	2, 000	<ul style="list-style-type: none"> ▪ Team Teach training for all teachers, HLTAs and Teaching Assistants. ▪ Team Teach focuses largely on dealing with de-escalating situations were children are becoming distressed or agitated and may lash out aggressively. 	<ul style="list-style-type: none"> • All staff coming into daily contact with children have now had this training which allows us to have a greater understanding of why a child may be presenting in a certain way and what approaches can be used to de-escalate the situation.
*Additional Welfare Assistant	3, 000	<ul style="list-style-type: none"> ▪ An additional welfare assistant employed at lunchtime to supervise groups of children or activities. 	<ul style="list-style-type: none"> • An additional adult at lunchtime allows school to provide additional activities because there is an adult to supervise these. This in turn keeps children engaged during lunch time and can prevent some children from engaging in otherwise anti-social behaviour.

			<ul style="list-style-type: none"> The additional adult can also ensure that individual children who need support during break times because it is less structured, can have 1:1 support as and when needed.
*Subsidising Smaller Reception Class Numbers	7,331.50	<ul style="list-style-type: none"> Reception class intake is 45. Rather than having a class of 30 and a mixed YR/1 we run a Foundation Unit with 2 teachers – 1:22 and 1:23 whereas infant classes are normally 1:30 	<ul style="list-style-type: none"> All Reception children access specific Early Years designed provision with continuous provision and outdoor provision throughout all sessions. High adult to child ratio impacts on children's access to quality teaching and learning. Use of HLTA and two teachers enables flexible teaching capturing different groups of children for specific teaching in a timely manner.
Resources - subsidising trips, travel to school and uniforms	2,500.00	<ul style="list-style-type: none"> Provided travel in exceptional circumstances. Subsidised school trips throughout the school, in particular Y6 residential (June '19), in individual circumstances as required. 	<ul style="list-style-type: none"> Pupils were in school and on time. Families experiencing difficulties were supported so that there was less pressure on them.
Total: £97,127.50			