

# St John's Catholic Primary School

## Pupil Premium Expenditure

Year 2020-21

**£214,329**

How the money will be spent:

	Allocation	Cost	Impact
1	<p>One teacher equivalent across Early Years (for early intervention and targeted teaching as well as specific support in speech and language).</p> <p>Additional Teaching Assistant employed in Early Years to support PP children with individual complex needs.</p> <p>Additional teacher equivalent in Key Stage 1 for targeted support in phonics and reading.</p> <p><b>1 additional teacher</b> across Key Stage 2 for targeted support in Reading, Writing and Maths.</p>	<p><b>£34, 168</b></p> <p><b>£17,300</b></p> <p><b>£34, 168</b></p> <p><b>£34, 168</b></p>	<p>Due to the further lockdown in Jan 21 - March 21, there was more demand for focused interventions on speech and language in Early Years. The additional teacher and teaching assistant were therefore essential for the transition back to school in supporting their social communication. As a result, most PP children made significant progress with their social communication and their language meaning they could access the other strands more readily.</p> <p>Additional support in early reading and phonics enabled most PP to pass their phonics screening check (Y2 - Autumn Term). This further had a positive impact on reading at the end of KS1.</p> <p>At the end of KS2, children were assessed using previous SATS papers. 79% of PP children reached the expected standard in reading with 18% achieving greater depth. 75% of PP children reached the expected standard in Writing</p>

			with 14% achieving greater depth. Lastly, 61% of PP children achieved expected in Mathematics with 11% achieving greater depth.
2	<p>PP Target intervention groups across all of KS2 in Maths and English.</p> <p>Class teachers to identify specific needs of PP children for bespoke interventions within small groups for English and Maths.</p>	<b>£28,034</b>	<p>Qualified teacher was timetabled specifically for PP interventions. Class teachers communicated and established targeted groups which were reviewed each half term. This had a positive outcome across KS2 and was reflected in end of year assessments.</p> <p>Most noticeably this had a significant impact in year 5, where assessments showed that the gap between PP children and non-PP children was minimal. Children found these interventions particularly useful in helping them access full class sessions of Maths and English with more confidence.</p>
3.	<p>Planned Activity Week with outside professionals to replace residential due to pandemic restrictions. Outside professionals to work with groups of children as restrictions ease, to develop resilience, self-discipline, self-esteem, confidence, teamwork and independence.</p>	<b>£2,350</b>	<p>Children developed a range of key life skills throughout Activity Week such as confidence, self-resilience and self-esteem. As a result, PP children experienced opportunities that they may not have before and developed new skills.</p>
4.	<p>Welfare support - provision of shoes, uniform, breakfast club, coats, P.E. Kits, food vouchers and extra milk and fruit.</p>	<b>£5,500</b>	<p>Projected spending of this area of allocation was increased due to the impacts of COVID and lockdown on our families in school. Families were provided with food packages, vouchers and other essentials, which supported them at this time. Notably, there was an increase in the number of PP children that approached school for welfare support due to the</p>

			<p>pandemic.</p> <p>This ensured families were provided with essentials and PP children had the correct equipment to access all areas of the curriculum. As an impact of free breakfast club, PP children came to school ready to learn and were focused in lessons following a nutritious breakfast.</p>
5.	<p>Online resources and additional resources including higher order texts for more able PP children - particularly reading materials (reading for pleasure).</p> <p>This is to include stationery packs to support remote learning.</p>	<b>£6,325</b>	<p>At the end of KS2, the predicted outcomes based on past SATS papers and teacher judgement, showed a good level of PP children achieving greater depth. This was most noticeable in Reading due to the higher order texts provided for PP children (<i>See allocation 1 for data</i>).</p> <p>Provision of stationery packs and learning packs ensured that the same high-quality standard of learning continued at home through remote learning. This meant that children could continue to develop their fine motor skills even when accessing remote learning from home and these resources ran alongside the IT equipment provided during remote learning.</p>
6.	<p>Counselling Service - Brighter Horizons - to work with disadvantaged pupils for emotional support, mental health and wellbeing.</p>	<b>£8,000</b>	<p>This was a huge support to the PP children as there had been a vast increase in the need for PP children to access this service due to COVID and the transition back to school in March 21.</p> <p>This service helped to ease those PP children who were exhibiting worries about the transition back to school and supported PP children with socialisation again.</p>

			<p>This eased anxieties and helped to develop the children's resilience and ability to self-regulate and make sense of what was going on around them. As a result of this, children transitioned more smoothly back into everyday school life. These pupils more readily were able to access all areas of the curriculum.</p>
7.	<p>Counselling Service - Seedlings - to support disadvantaged pupils for emotional support, mental health and wellbeing.</p>	<b>£1968.50</b>	<p>The impact of this was significant as individual children accessed this service through particular referrals - they were identified and fast tracked to access this.</p> <p>As a result of this, children transitioned more smoothly back into everyday school life. These pupils more readily were able to access all areas of the curriculum.</p>
8.	<p>2 teachers to lead lunch time club which focuses on wellbeing, mental health and building resilience. Identified vulnerable PP children to access this service.</p> <p>Activities to be covered include outdoor games, lego etc.</p>	<b>£4,559</b>	<p>As above, this club was particularly necessary and sought after following a further lockdown.</p> <p>Engagement of PP children across KS1 and KS2 was positive and children found the elements of team building and resilience particularly effective after the transition back to school.</p>
9.	<p>Take Ten App and accessories to support app (Sensors) - an app to target and support PP children with behavioural/emotional needs.</p>	<b>£1000</b>	<p>Teachers have acknowledged and recognised the positive impact this app had on the behaviour and wellbeing of PP children who were selected for this support. This supported targeted PP children in KS2 particularly those with emotional and behavioural needs. As a result, they were able to access the curriculum.</p>

10.	<p>School minibus to help improve punctuality/attendance as well as transport for PP pupils for excursions/sport activities.</p> <p>Deliveries of food, iPads, food vouchers and laptops during Covid isolations.</p>	<p><b>£3,500</b></p>	<p>The school mini bus proved to be a valuable asset to the PP children and their families throughout last year. The mini bus was used to deliver welfare packages which continued to be given to those families that required them and had a positive support on their health and wellbeing.</p> <p>This bus also allowed for resources such as laptops, iPads and stationery packs to be delivered so that learning could continue at home. As a result, children had no additional barriers to learning and all children were able to access and engage with online learning.</p>
11.	<p>Additional iPads for remote learning.</p>	<p><b>£25,000</b></p>	<p>All PP children were provided with quality IT to be able to access remote learning on Seesaw during lockdown and any periods of isolation. iPads were sent home where necessary and provision of internet access were made so that children could still access the curriculum and high quality teaching remotely.</p>
12.	<p>Additional sessions provided by Ed Psych for emotional support and mental health</p>	<p><b>£3,500</b></p>	<p>Children have had reports completed to support their pathway application and received intensive and a higher level of additional support based on suggestions from Ed Psych which have positively impacted PP children and as a result these children were provided with their own strategies as well as strategies for the class teachers to support these individual children. Therefore, these particular individual children were best supported to</p>

			access the curriculum and develop strategies to comprehend the changes going on around them.
13.	<p>EWO Service agreement - to help support school with attendance.</p> <p>Bought in additional hours to drive attendance and support family welfare needs during the pandemic.</p>	<b>£2788.50</b>	<p>Due to the increase of hours, we used our EWO effectively to visit PP family homes and help support them in the engagement with online and remote learning, identify any issues and any further support needed. As a result, we were better able to identify where specific vulnerable PP children were best placed during lockdown - these children then accessed face to face learning through attending the school hub. Learning and progress became more effective for this group.</p>
14.	Attendance awards/prizes	<b>£2,000</b>	<p>School continued to place the same level of emphasis on the importance of attendance throughout the pandemic (both remotely online and in school). Class celebrations and prizes were given to acknowledge children's engagement with school and online learning throughout the pandemic. As a result, children were motivated and engaged with learning and attending school.</p>