



**St. Mary's Catholic Primary School**  
**Pupil Premium Grant**  
**2019-2020**

**Coronavirus - flexibility in reporting requirements:**

The DfE understands that due to coronavirus and school closures, it is not possible for schools to evaluate the impact of our pupil premium for all of the 2019/20 academic year. Instead, schools should monitor and report on the grant's impact at the end of the 2020/21 financial year. This report should cover the whole period between September 2019 and March 2021, but we can give most detail about the grant's use and impact for the period between September 2020 and March 2021.

**What is the Pupil Premium Grant:**

The Pupil Premium Grant (PPG) is allocated to schools from the Department of Education (DfE) to help close the gap between the attainment of disadvantaged (identified by the government as pupils on free school meals or looked after pupils) and more affluent pupils. The funding was based on the number of pupils on roll who were in receipt of free school meals (FSM) from the local authority in October 2017 or those who have been in receipt of FSM in the previous 6 years.

As we recognise that not all pupils who are academically or socially disadvantaged are registered for FSM, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

At St Mary's we have high aspirations for our pupils. 87% of our school population come from ethnic minority backgrounds and many encounter barriers to learning. We strongly believe that it does not matter where you come from; no child should be left behind. Our vision 'Aspiring to Greatness' is embedded within our community. We are determined to ensure that our pupils are given every chance to realise their full potential.

All members of staff and the governors accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. As with every pupil in our care, they are valued, respected and entitled to develop his or her potential, irrespective of need.

The link governor for pupil premium is Mrs Cecile Coke.

**How much did we receive in 2019-20?**

<b>Pupil Premium received in the academic year:</b>
£106,230
<b>Total number of pupils eligible for the Pupil Premium Grant:</b>
71

**Focussed Support Programs Implemented for Disadvantaged pupils were in 2019-20:**

- **Supporting Vulnerable Groups:**  
Supporting for vulnerable individuals and groups of pupils through provision and extra resources; booster classes, TA support in class, interventions.
- **Targeted Interventions:**  
Targeted intervention programs across KS1 and KS2, aimed at closing the gaps in pupil's learning; eg, phonics interventions
- **Staff Training:**  
Training for all staff to maximise pupil progress.  
Moderation sessions, internally as well as through our Deanery schools network and the Local Authority

- **SATs Preparation:**  
Booster classes for pupils in Y2 and Y6 in order to ensure good or better progress is made  
Resources were purchased to support pupils in Y2 and Y6 with their preparation for the SATs tests
- **INSPIRE Team:**  
Use of the Sensory and Language support from H&F to assess pupils and then offer precise strategies that we can use to support pupils in their learning
- **Subject Leader training:**  
Subject Leaders trained through the LA to be moderators across the EY, KS1 and KS2; bringing back what they have learned to our teachers
- **Speech and Language Support:**  
Support through training and an on-site Speech and Language therapist  
Development of S&L champions in school who were trained and then lead S&L intervention sessions each day/week
- **Play Therapy:**  
On-going support for pupils' emotional needs through the employment of a play therapist in school
- **Lego Therapy:**  
The implementation of Lego therapy to develop the emotional, as well as speech and language needs, of targeted pupils
- **ELSA Training:**  
Support staff member trained as an Emotional Literacy Support A
- **Supported Curricular and Extra-Curricular Trips:**  
The school has subsidised both curricular and extra-curricular activities for pupils to ensure equality of access. This has included after school clubs, school visits, trips and residential journeys.
- **Uniforms:**  
The school has covered the cost of uniforms for pupils eligible for the PPG throughout the year.

NB: No external data for 2019/2020 due to Covid 19. Please see last published data set for 2018/2019.

### **Early Years:**

<b>Breakdown</b>	<b>Number of pupils</b>	<b>GLD</b>	
		<b>School</b>	<b>National</b>
Disadvantaged	9	56%	71%
Whole cohort	25	64%	72%

### **Phonics:**

<b>Subject</b>	<b>Breakdown</b>	<b>Number of pupils</b>	<b>Achieving Expected Standard</b>	
			<b>School</b>	<b>National</b>
<b>Phonics</b>	Disadvantaged	5	80%	84%
	Whole cohort	20	84%	82%

**KS1:****Attainment:**

Subject	Breakdown	Number of pupils	Achieving Expected Standard		Achieving a higher standard	
			School	National	School	National
Reading	Disadvantaged	11	64%	78%	27%	28%
	Whole cohort	30	73%	75%	30%	25%
Writing	Disadvantaged	11	55%	73%	18%	17%
	Whole cohort	30	67%	69%	20%	15%
Maths	Disadvantaged	11	73%	79%	36%	24%
	Whole cohort	30	80%	76%	40%	22%

**KS2:****Attainment:**

Subject	Breakdown	Number of pupils	Achieving Expected Standard		Achieving a higher standard	
			School	National	School	National
Reading	Disadvantaged	6	92%	78%	17%	31%
	Whole cohort	30	87%	73%	23%	27%
Writing	Disadvantaged	6	83%	83%	25%	24%
	Whole cohort	30	90%	78%	33%	20%
Maths	Disadvantaged	6	92%	84%	33%	32%
	Whole cohort	30	93%	79%	30%	27%
R, W, M	Disadvantaged	6	83%	71%	8%	13%
	Whole cohort	30	83%	65%	10%	11%

**Progress:**

	Reading	Writing	Maths
<b>Number of disadvantaged pupils</b>	12	12	12
<b>Progress score for disadvantaged pupils</b>	-1.24	-1.24	-0.48
<b>National average for disadvantaged pupils</b>	0.32	0.27	0.37
<b>Progress for all pupils</b>	-0.70	1.01	0.98

**School's internal data: (September to March)**

<b>EYFS</b>		
	<b>Disadvantaged</b> 13 pupils	<b>Not Disadvantaged</b> 17 pupils
<b>% making expected of better than expected progress in Literacy</b>	85%	81%
<b>% making expected of better than expected progress in Maths</b>	77%	81%

<b>End of KS1</b>		
	<b>Disadvantaged</b> 10 pupils	<b>Not Disadvantaged</b> 12 pupils
<b>% making expected of better than expected progress in reading</b>	100%	92%
<b>% making expected of better than expected progress in writing</b>	100%	92%
<b>% making expected of better than expected progress in maths</b>	100%	92%

## Expenditure Statement

Area	Money Spent
Supporting Vulnerable Groups (staffing costs)	£25,000
Targeted Interventions (staffing costs)	£35,000
Staff Training	£5,000
SATs Preparation	£3,000
Phonics Support	£12,000
Speech and Language Support	£8,500
INSPIRE Team	£6,000
Play Therapy	£8,500
Lego Therapy	£2,000
ELSA Support	£2,000
Supporting Curricular and Extra-Curricular Trips	£2,000
Uniforms	£1,000
Total Spent	£110,000

### How much are we expecting to receive in 2020-21?

<b>Pupil Premium received in the academic year:</b>
£113,290
<b>Total number of pupils eligible for the Pupil Premium Grant:</b>
76

### Covid-19:

At St Mary's, we acknowledge that the learning and progress of children has been significantly disrupted during this year due to Covid-19. Children from disadvantaged backgrounds are more likely to have been affected severely by school closures and will need more support to return to school and settle back into school life. However, we will do everything possible to make sure no child, whatever their background, falls behind because of the coronavirus pandemic.

### Barriers to Learning:

Current barriers faced by eligible pupils include:

- Covid-19
- Communication and language needs
- Multiple barriers to learning, e.g. Special Educational Needs and/or Disabilities
- Social and emotional needs
- Lack of resilience which impacts on self-confidence when approaching learning
- Confidence in problem solving which limits maths progress
- Spelling, punctuation and grammar skills which limit writing ability
- Attendance and punctuality
- Parental engagement with the school and their pupils' readiness for learning
- Mobility – due to Brexit alongside the high cost of living in London, our mobility levels are increasing year on year
- Access to school activities (Financial support, e.g. after school clubs, trips)

By undertaking the approaches identified above, the school aims to improve target pupils':

- self esteem
- progress and attainment (whether performing below, at or above expectations)
- attitude towards learning
- well-being and engagement
- access to school clubs and enrichment opportunities

## **Planned Expenditure for 2020-21:**

- **Supporting Vulnerable Groups:**  
Provision and extra resources and classes for individuals and groups of pupils
- **Targeted Interventions:**  
Targeted intervention programs across KS1 and KS2, aimed at closing the gaps in pupil's learning
- **Half-term Schools:**  
Holiday schools for targeted pupils to provide them with extra opportunities to learn (planned around their gaps) as well as sessions to promote well-being
- **Speech and Language Support:**  
Support for the pupils in the Early Years – early intervention. This includes staff training to ensure there is a whole-school approach and parent workshops
- **INSPIRE Team:**  
Use of the Sensory and Language support from H&F to assess pupils and then offer precise strategies that we can use to support pupils in their learning
- **Play Therapy:**  
Support for targeted pupils who have social and emotional needs
- **Lego Therapy:**  
Support for targeted pupils to develop their emotional needs
- **ELSA Therapy:**  
Support staff member trained as an Emotional Literacy Support Assistant (ELSA) to work with targeted pupils across the school each day/week
- **SATs Preparation:**  
Booster classes for pupils in Y2 and Y6 in order to ensure good or better progress is made  
Resources to support pupils in Y2 and Y6 with their preparation for their SATs tests
- **Staff Training:**  
Training for all staff in the area of learning and developing a shared understanding of what this means
- **Resources:**  
Purchasing of extra resources (books) for each class related to our curriculum topics (History, Science and Geography)
- **Supporting Curricular and Extra-Curricular activities:**  
Subsidising both curricular and extra-curricular activities for pupils, to ensure equality of access. This includes after school clubs, school visits, trips and residential journeys.
- **Uniforms:**  
Provision of uniforms for pupils eligible for the PPG

## **How will we measure the impact of the funding?**

We use both internal and external data to measure the impact of the Pupil Premium Grant on our pupils' learning. Each half term, we review the effectiveness of our interventions and adapt them where need be.

To monitor progress, we use our cycle of termly assessments, moderations and pupil progress meetings to inform us of needs and support required, then appropriate interventions are put in place or adapted as a result of this.

<b>Wider Strategies</b>			
<b>Objective</b>	<b>Actions</b>	<b>Staff lead</b>	<b>Success criteria</b>
To continue to improve the teaching of Phonics	<ul style="list-style-type: none"> <li>• Team teaching with teachers and support staff</li> <li>• Mentoring of staff by teachers and Miss Friel</li> <li>• Visits from the English hub to support</li> <li>• Monitoring of phonics by leaders in school</li> <li>• Ongoing assessments of children; planning and adapting groups from this</li> <li>• Interventions set up and taught each week</li> </ul>	All staff that work in the EY and KS1 Miss Friel to lead	<ul style="list-style-type: none"> <li>• Consistent approach to the teaching of phonics across the school</li> <li>• Staff feel confident and are competent in teaching phonics using RWI</li> <li>• Raised standards in phonics</li> </ul>
To implement the NESSY project in Reception to support S&L development	<ul style="list-style-type: none"> <li>• Training for R staff</li> <li>• Choose target children for project</li> <li>• Timetable in interventions for S&amp;L</li> <li>• Assess on an ongoing basis</li> <li>• Feedback progress to DfE</li> </ul>	All staff that work in the Reception class Miss Friel to lead	<ul style="list-style-type: none"> <li>• Improved standards in S&amp;L for R children involved in the project</li> <li>• Strong focus on S&amp;L in the R classroom</li> </ul>
To further develop our use of the Zones of Regulation to ensure children's well-being is strong so they are happy in school	<ul style="list-style-type: none"> <li>• INSET to recap Zones of Regulation</li> <li>• Interactive classroom displays on the zones</li> <li>• Teaching of zones in classes; including strategies for children to use when they are not feeling happy</li> <li>• Monitoring of how the zones are being used in classes</li> <li>• Use zones at the necessary times with the children</li> <li>• Continued implementation of Lego therapy, ELSA support and play therapist for targeted pupils</li> </ul>	All staff in school Mrs Maguire to lead	<ul style="list-style-type: none"> <li>• Children are happy and ready to learn</li> <li>• Children are able to articulate their feelings when they need</li> <li>• Children have a toolkit of strategies to use when they are not feeling happy</li> </ul>

Specialist support from the INSPIRE team	<ul style="list-style-type: none"> <li>• Selected children to be assessed in order to identify barriers to learning</li> <li>• One-to-one sessions to happen each week</li> <li>• Parents to be involved so they can support at home</li> <li>• Ongoing assessments take place throughout the program</li> </ul>	Mrs Robertson Mrs Maguire	<ul style="list-style-type: none"> <li>• Children will make good or better progress from their starting points</li> </ul>
Specialist support from our S&L therapist	<ul style="list-style-type: none"> <li>• Assessment of children with identified S&amp;L needs</li> <li>• Therapist to work with staff so they are able to lead interventions</li> <li>• Therapist to work with parents to guide them in how they can support their child at home</li> <li>• Staff to lead ongoing interventions</li> <li>• Monitor these interventions through assessments of the children and adapt where need be</li> </ul>	All staff that work in the EY and Y1 Mrs Curran Mrs Maguire	<ul style="list-style-type: none"> <li>• S&amp;L issues will be addressed and children will make good or better progress from their starting points</li> <li>• Staff will be proficient in leading S&amp;L interventions</li> </ul>
To further improve our systems of remote learning so that children are never without a quality education	<ul style="list-style-type: none"> <li>• INSET on Microsoft Teams</li> <li>• Teachers have time out of class to set up teams for their class</li> <li>• All pupils are given a Teams log in</li> <li>• Teachers use class time to demonstrate to children how to use Teams</li> <li>• Homework is set on Teams to help ensure children and parents are familiar with this platform</li> </ul>	All classroom teachers Miss Black to lead	<ul style="list-style-type: none"> <li>• In the case of isolation or closure, the children will still be provided with high quality learning opportunities</li> </ul>