



“Grow together  
in Christ”



# Pupil Premium Impact Grant Report 2018/19

Completed by:	Miss S Leonard (Headteacher)
Date:	November 2019



## Pupil Premium Grant Report 2018/19

### Context of the school – 2018/19

St. Mary's RC Primary is a one form entry school, without a nursery, which continues to be oversubscribed (114 applications for 30 places). It is smaller than the national average with 206 pupils. Intake is increasingly stable. The school has a slightly bigger proportion of boys than girls (114/92). Pupils eligible for Free School Meals (FSM) continues to remain below national average. The proportion of pupils with English as a second language (EAL) in school is rising but is still below national. The number of pupils with Special Educational Needs (SEN) has also risen (24/206) 11.6%. School currently has 12.6% of its population eligible for pupil premium.

The context of each class can be significantly different, for example gender differences and distinct differences in different cohorts between % EAL. This has implications for provision across school between different classes, and staffing is informed by these contexts. Current intakes into Reception indicate an increase in EAL and not British White pupils.

Year Group	No. of Pupils	Boys / Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational Needs	SEN Support	Statement	Education, Health and Care Plan	No. of Looked after Children
Rec	30	17 (56.7%) / 13 (43.3%)	4 (13.3%)	4 (13.3%)	6 (20.0%)	2 (6.7%)	5 (16.7%)	5 (16.7%)	0 (0%)	0 (0%)	0 (0%)
Y1	29	17 (58.6%) / 12 (41.4%)	4 (13.8%)	3 (10.3%)	8 (27.6%)	6 (20.7%)	5 (17.2%)	5 (17.2%)	0 (0%)	0 (0%)	0 (0%)
Y2	30	19 (63.3%) / 11 (36.7%)	6 (20.0%)	3 (10.0%)	3 (10.0%)	3 (10.0%)	4 (13.3%)	4 (13.3%)	0 (0%)	0 (0%)	1 (3.3%)
Y3	30	18 (60.0%) / 12 (40.0%)	4 (13.3%)	2 (6.7%)	8 (26.7%)	4 (13.3%)	1 (3.3%)	1 (3.3%)	0 (0%)	0 (0%)	1 (3.3%)
Y4	30	16 (53.3%) / 14 (46.7%)	2 (6.7%)	1 (3.3%)	5 (16.7%)	3 (10.0%)	2 (6.7%)	2 (6.7%)	0 (0%)	0 (0%)	0 (0%)
Y5	30	14 (46.7%) / 16 (53.3%)	4 (13.3%)	2 (6.7%)	6 (20.0%)	2 (6.7%)	3 (10.0%)	3 (10.0%)	0 (0%)	0 (0%)	1 (3.3%)
Y6	27	13 (48.1%) / 14 (51.9%)	2 (7.4%)	0 (0%)	5 (18.5%)	3 (11.1%)	4 (14.8%)	4 (14.8%)	0 (0%)	0 (0%)	1 (3.7%)
All	206	114 (55.3%) / 92 (44.7%)	26 (12.6%)	15 (7.3%)	41 (19.9%)	23 (11.2%)	24 (11.7%)	24 (11.7%)	0 (0%)	0 (0%)	4 (1.9%)

Staffing has changed slightly since July 2018, with no differences in leadership and the addition of one 2 NQTs to strengthen our teaching staff this year. Attendance has improved significantly and is now well above the Leeds and National average standing at 97% for 2018 (significantly higher than local and national figures).

The quality of teaching and learning at St Mary's is high, with observations over this year rating quality of teaching and learning as often outstanding with none less than good. Staffing has remained stable over the past couple of years. The governing body is stable and full with a key governor identified to lead on pupil premium (Clair Skinner). Governors play an increasingly active role in challenging and supporting the school on its use of the Pupil Premium funding and the impact of the actions. This challenge is clearly evident across full governing body meetings, and at the sub-committee meetings for pupil support and teaching and learning. The school has a pupil premium champion, Miss Leonard (Mrs Hartley is currently on maternity leave), who works under the skilled leadership team who together are instrumental in ensuring all pupil premium children receive the best provision in order to diminish the difference and improve outcomes for attainment, progress and experiential learning.

We have high aspirations for all our children, and we believe no child should be left behind, and disadvantaged performance is integral to this. We prioritise disadvantaged pupils and ensure that funding is spent to support this. We are determined to ensure all our children are given every opportunity to realise their maximum potential, ensuring the highest expectations for all. At St Mary's pupil premium funding is highly valued and we are committed to ensuring it is spent to maximum effect.



# Pupil Premium Grant

## Objectives of Pupil Premium spending

Our key objective in using the pupil premium grant is to narrow the gap between pupil groups. As a school we have a successful track record of ensuring all pupils progress, aiming for consistently high levels of FSM/PP attainment, aiming for above national rates of attainment. Through quality first teaching, targeted interventions and clear monitoring we are working to eliminate barriers to learning and progress. Approximately 1/3 of pupils enter our school with attainment that would be classed as below expected and our aim is to ensure that they make accelerated progress in order to reach age-related expectations and beyond as they move through school.

The Sutton Trust Report (2011) summarises research evidence on improving learning and we have used this to provide effective training and make more informed choices about which interventions will be most effective. Our plan is to provide effective feedback through reduced numbers in groupings, in order to maximise impact and increase progress. We will be setting up maths interventions this year which predominantly focus on improving feedback, increasing parental engagement and raising academic levels.

## Number of pupils and pupil premium grant (PPG) received 2018/19

Number of Primary pupils eligible for the Deprivation Pupil Premium (1)	16 x £1320
<b>Total Deprivation Pupil Premium</b>	<b>£21 120</b>
Number of pupils eligible for the Service child Pupil Premium (2)	3 x £300
<b>Service child Pupil Premium Allocation</b>	<b>£900</b>
Number of pupils eligible for the Post-LAC Pupil Premium (3)	4 x £2300
<b>Post LAC Pupil Premium Allocation</b>	<b>£9,200</b>
<b>Total Provisional Pupil Premium Allocation</b>	<b>£31 220</b>

- (1) Includes pupils who are FSM Ever 6 and not adopted or Children Looked After  
 (2) Any child recorded as Service Child Ever4  
 (3) Any child recorded as adopted from care (and Residence Order / Special Guardianship Order).



**Our identified priorities for the Pupil Premium for 2018/19 at St Mary's are:**

- ❖ To increase staff awareness of DAP pupils through rigorous Pupil progress meetings to ensure DAP pupil progress is in line or better than non-DAP pupils.
- ❖ To provide regular teaching in order to ensure that the Mental Health and Well begin of DAP pupils is targeted and has impact on improving outcomes across school.
- ❖ To continue to increase the % and raise performance of all disadvantaged learners across school.
- ❖ To target DAP pupils (particularly in KS2) through maths and English teaching in Year 6, reducing ratio of pupil to teacher to enable improved feedback at the point of teaching.
- ❖ To target a wider group of parents in EYFS, KS1 and KS2 by offering drop in sessions before registration in order to improve outcomes for DAP pupils.
- ❖ To increase intervention provision in KS2 (especially in Y3) to ensure that rapid progress is made for PP pupils in reading, writing and mathematics
- ❖ To increase Catholic Care provision to increase outcomes for DAP pupils



**Record of Intended Pupil Premium Grant spending by item/project 2018/19**

Year group	Item/project	Cost	Objective	Outcome/Impact																																																																																																																			
Whole School	SLT to work with teachers to refine assessment procedures so that all staff are tracking progress of DAP pupils and comparing this to non-DAP pupils. Staff to identify clear interventions each half term to ensure that progress is in line with expected or better than other groups.	Pupil Progress meetings 6 per year for each year group. Release time for 1 member of SLT  3-day SLT £840	All staff to rigorously monitor DAP pupil progress and ensure that it is in line or better than all other groups.  All staff to identify clear targets and interventions for DAP pupils each half term and provide evidence at Pupil Progress meetings to SLT.  <b>Evidence:</b> Pupil Progress meetings Pupil Interviews Outcomes and Assessments	<table border="1"> <thead> <tr> <th></th> <th>Child</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>1</td> <td>6</td> <td>6</td> <td>6</td> </tr> <tr> <td></td> <td>2</td> <td>4</td> <td>4</td> <td>4</td> </tr> <tr> <td></td> <td>3</td> <td>6</td> <td>6</td> <td>6</td> </tr> <tr> <td></td> <td>4</td> <td>6</td> <td>5</td> <td>5</td> </tr> <tr> <td>Y2</td> <td>1</td> <td>6</td> <td>6</td> <td>7</td> </tr> <tr> <td></td> <td>2</td> <td>5</td> <td>7</td> <td>6</td> </tr> <tr> <td></td> <td>3</td> <td>5</td> <td>6</td> <td>6</td> </tr> <tr> <td></td> <td>4</td> <td>5</td> <td>6</td> <td>6</td> </tr> <tr> <td></td> <td>5</td> <td>5</td> <td>6</td> <td>6</td> </tr> <tr> <td></td> <td>6</td> <td>7</td> <td>6</td> <td>6</td> </tr> <tr> <td>Y3</td> <td>1</td> <td>4</td> <td>4</td> <td>7</td> </tr> <tr> <td></td> <td>2</td> <td>6</td> <td>6</td> <td>6</td> </tr> <tr> <td></td> <td>3</td> <td>6</td> <td>6</td> <td>6</td> </tr> <tr> <td></td> <td>4</td> <td>6</td> <td>5</td> <td>5</td> </tr> <tr> <td>Y4</td> <td>1</td> <td>5</td> <td>6</td> <td>6</td> </tr> <tr> <td></td> <td>2</td> <td>6</td> <td>7</td> <td>6</td> </tr> <tr> <td>Y5</td> <td>1</td> <td>6</td> <td>5</td> <td>6</td> </tr> <tr> <td></td> <td>2</td> <td>5</td> <td>8</td> <td>5</td> </tr> <tr> <td></td> <td>3</td> <td>6</td> <td>8</td> <td>7</td> </tr> <tr> <td></td> <td>4</td> <td>6</td> <td>4</td> <td>5</td> </tr> <tr> <td>Y6</td> <td>1</td> <td>4</td> <td>7</td> <td>6</td> </tr> <tr> <td></td> <td>2</td> <td>5</td> <td>5</td> <td>6</td> </tr> </tbody> </table>		Child	R	W	M	Y1	1	6	6	6		2	4	4	4		3	6	6	6		4	6	5	5	Y2	1	6	6	7		2	5	7	6		3	5	6	6		4	5	6	6		5	5	6	6		6	7	6	6	Y3	1	4	4	7		2	6	6	6		3	6	6	6		4	6	5	5	Y4	1	5	6	6		2	6	7	6	Y5	1	6	5	6		2	5	8	5		3	6	8	7		4	6	4	5	Y6	1	4	7	6		2	5	5	6
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				Whole School	Introduction of PSHE day and Mindmate to improve well being of DAP and non-DAP pupils.	Training for staff Deputy Head (G Martin) 3x £120 (£360)	Increased awareness of how to improve own well being and know how this impacts on your long-term aspirations for life. <b>Evidence:</b> Pupil questionnaires Outcomes	PSHE is now firmly embedded within school. All pupils have access to PSHE sessions. The first day of each half term children return to a PSHE day. This is proving to have impact on pupil's wellbeing (results of my school, my health outcomes Oct 2019)																																																																																																															
Whole School	To conduct weekly well being meetings with DAP and vulnerable pupils to break down barriers and act quickly to issues that may be affecting their life chances.	SLT ½ day per week £3000 contribution	To improve confidence of DAP pupils. To ensure correct provision is in place for families both inside and outside school. To quickly refer any concerns to Catholic care for support. <b>Evidence:</b>	Newly appointed acting Assistant head teacher dedicated one afternoon to complete 1-1 sessions with all DAP pupils. This enhanced their confidence and eradicated any personal issues they had. Outcomes prove that DAP pupils progress is in line with or better																																																																																																																			

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Year 6	Year 6 additional teacher allocated (September 2018 to June 2019 5 mornings per week)	£21,000 contribution to the staffing costs assistant headteacher to boost disadvantaged. perf. throughout UKS2/school.	Raise attainment and progress of pupil premium learners/ middle attaining learners in English and Maths and males in writing.  <b>Evidence:</b> KS2 outcomes TA evidence half termly Pupil voice Parental questionnaires	Outcomes for Year 6 DAP pupils <table border="1"> <tr> <th>Child</th> <th>R</th> <th>W</th> <th>M</th> </tr> <tr> <td>1</td> <td>GDS</td> <td>GDS</td> <td>EXP</td> </tr> <tr> <td>2</td> <td>EXP</td> <td>EXP</td> <td>EXP</td> </tr> </table> <p>Both pupils met at least expected outcomes by the end of Year 6. 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Number of pupils	28	32	27																																																																																																																																																																			
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School progress score	3.90	0.44	-1.32																																																																																																																																																																			
Confidence interval	1.8 to 6.0	-1.5 to 2.3	-3.3 to 0.7																																																																																																																																																																			
Progress banding	Well above average	Average	Average																																																																																																																																																																			
Local authority average	0.25	0.20	0.51																																																																																																																																																																			
National average	0.00	0.03	0.03																																																																																																																																																																			
KS2	Booster support for English and Maths 1. Homophone club 2. Writing club 3. Reading club 4. Maths booster with Y5 and Year 6 teacher	Included in staffing costs	To target DAP and non-DAP children to ensure progress rates are at least in line with expected using prior attainment measures  <b>Evidence:</b> KS2 outcomes TA evidence half termly Pupil voice Parental questionnaires																																																																																																																																																																			
Lower KS2	Targeted work in English and Maths to improve outcomes for DAP pupils.	£500 to staffing costs	To improve confidence in maths and enable learning to be continuous from home to school with no barriers or fears.	12 DAP pupils across KS2 for 18/19 Points progress show that progress was in line with or better than non DAP peers:																																																																																																																																																																		

Y3 – Maths mornings for parents and children  
Y4 – English evening workshops to improve confidence in DAP pupils

To improve outcomes in English in Y4.  
To improve confidence and aspirations for DAP pupils or vulnerable pupils.

**Evidence:**  
KS2 outcomes  
TA evidence half termly  
Pupil voice  
Parental questionnaires

Reading				
Sum2 17-18		Sum2 18-19		Progress
Points	Step	Points	Step	
60	4s+	66	5s+	6.0
45	2w	49	3b	4.0
54	3s+	59	4s	5.0
47	2s	53	3s	6.0
48	2s+	54	3s+	6.0
60	4s+	65	5s	5.0
66	5s+	70	6w+	4.0
58	4w+	64	5w+	6.0
47	2s	53	3s	6.0
59	4s	65	5s	6.0
54	3s+	60	4s+	6.0
64	5w+	69	6w	5.0

Writing				
Sum2 17-18		Sum2 18-19		Progress
Points	Step	Points	Step	
60	4s+	65	5s	5.9
44	2b+	48	2s+	4.0
52	3w+	58	4w+	6.0
47	2s	53	3s	6.0
47	2s	53	3s	6.0
56	4b+	64	5w+	8.0
65	5s	72	6s+	7.0
55	4b	63	5w	8.0
47	2s	52	3w+	5.0
60	4s+	64	5w+	4.0
53	3s	60	4s+	7.0
65	5s	70	6w+	5.0

Mathematics				
Sum2 17-18		Sum2 18-19		Progress
Points	Step	Points	Step	
60	4s+	66	5s+	6.0
45	2w	52	3w+	7.0
54	3s+	60	4s+	6.0
47	2s	53	3s	6.0
47	2s	53	3s	6.0
60	4s+	65	5s	5.0
65	5s	71	6s	6.0
56	4b+	63	5w	7.0
48	2s+	53	3s	5.0
60	4s+	65	5s	5.0
54	3s+	60	4s+	6.0
64	5w+	70	6w+	6.0

Year 3 and 4 workshops for pupils were well attended both before school in Year 3 with parents and after school in Year 4. These will continue in 19/20 due to success.

KS1/  
EYFS

Phonic booster for Y1 to improve reading outcomes for disadvantaged pupils (Spring Term)

£500 to staffing costs

To use staff to increase aspirations at KS1 and to upskill parents in the home to support reading development and writing development.

Reading progress for DAP pupils was in line with non DAP peers for 2018/19. There were 10 DAP pupils across Y1 and Y2.

Morning Phonic sessions for parents in Reception to increase knowledge and support in the home at the earliest point of entry.

To improve outcomes for EYFS disadvantaged learners to ensure all meet GLD/EXS in line with prior attainment prediction

Reading				
Sum2 17-18		Sum2 18-19		Progress
Points	Step	Points	Step	
42	1s+	48	2s+	6.0
41	1s	46	2w+	5.0
35	40-60s (P8)	41	1s	6.0
34	40-60w+	38	1b+	4.0
41	1s	46	2w+	5.0
35	40-60s (P8)	41	1s	6.0
42	1s+	47	2s	5.0
41	1s	46	2w+	5.0
40	1w+	47	2s	7.0
34	40-60w+	40	1w+	6.0

Reading outcomes in EYFS  
5 DAP pupils

Reading				
Nur Sum2		Rec Sum2		Progress
Points	Step	Points	Step	
28	30-50w+	35	40-60s	7.0
27	30-50w	35	40-60s	8.0
27	30-50w	33	40-60w	6.0
28	30-50w+	33	40-60w	5.0
26	30-50b+	35	40-60s	9.0

EYFS

To run Family Learning for

£5,000

To improve outcomes for EYFS disadvantaged learners to ensure all meet GLD

	Disadvantaged pupils along with parents		To improve outcomes in reading/ writing and mathematics for disadvantaged pupils in KS1  <b>Evidence:</b> EYFS outcomes TA evidence half termly Pupil voice Parental questionnaires	Progress of this group was higher than that of non DAP pupils.																																			
Whole School	Counselling through Catholic Care	(contribution of £2000 from PPG funding towards this service).	Emotional and behavioural support for vulnerable disadvantaged children  Develop self esteem of DAP pupils through targeted group work or sibling sessions.  <b>Evidence:</b> Outcomes TA evidence half termly Pupil voice Parental questionnaires Self-reflections	Catholic Care worked with 23 children during 2018/19. 6 children in the group were DAP pupils. Below shows the steps progress each of the children made over the year.  <table border="1"> <thead> <tr> <th>Yr</th> <th>Chd</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>1</td> <td>9</td> <td>7</td> <td>10</td> </tr> <tr> <td>1</td> <td>1</td> <td>4</td> <td>4</td> <td>4</td> </tr> <tr> <td></td> <td>2</td> <td>6</td> <td>5</td> <td>5</td> </tr> <tr> <td>3</td> <td>1</td> <td>6</td> <td>6</td> <td>6</td> </tr> <tr> <td></td> <td>2</td> <td>4</td> <td>4</td> <td>7</td> </tr> <tr> <td>6</td> <td>1</td> <td>4</td> <td>7</td> <td>6</td> </tr> </tbody> </table>	Yr	Chd	R	W	M	R	1	9	7	10	1	1	4	4	4		2	6	5	5	3	1	6	6	6		2	4	4	7	6	1	4	7	6
Yr	Chd	R	W	M																																			
R	1	9	7	10																																			
1	1	4	4	4																																			
	2	6	5	5																																			
3	1	6	6	6																																			
	2	4	4	7																																			
6	1	4	7	6																																			

Total PPG received	£31 220
Total PPG expenditure	£33 200
PPG remaining	0

Signed: Miss S Leonard  
Impact Report finalised

Date: November 2018  
Date: September 2019