



## THE CATHEDRAL CATHOLIC PRIMARY SCHOOL PUPIL PREMIUM FUNDING ALLOCATION PLAN 2018-2019

### Number of pupils and Pupil Premium Grant received

|   |              |
|---|--------------|
| Total number of pupils on roll  | 190          |
| Total number of pupils eligible for Pupil Premium Grant (based on Ever 6) | 45 (Sept 17) |
| Amount of Pupil Premium Grant received per pupil                          | £1320.00     |
| Number of Children Looked After and amount of grant                       | 3 x £2,300   |
| Total amount of Pupil Premium Grant allocated to school                   | £65, 160     |
| Additional money spent  |              |

### Aspirations of our Pupil Premium (PP) Grant Spending (including CLA):

We will be actively working:

- To ensure PP children's progress and attainment is at least in line with their peers.
- To ensure PP children's progress and attainment is at least in line with national expectations.
- To ensure that PP are not disadvantaged in any way with relation to educational activities.
- To ensure PP children's attendance is in line with their peers.
- To ensure that PP pupils have no external barriers to learning (relating to home/family circumstance).
- To ensure PP children have appropriate social and emotional development for their age.
- To ensure that PP children receive as much 'Quality First' teaching as possible.

### 1. Current attainment (September 2018)

|  | KS1                                     |  | KS2   |  |
|--|---|--|---|--|
|  | <i>Pupils eligible for PP in School</i> | <i>Pupils not eligible for PP (national average)</i> | <i>Pupils eligible for PP in School ( national average)</i> | <i>Pupils not eligible for PP (national average)</i> |
| <b>% achieving ARE in reading, writing and maths</b> |   |  | 53% <span style="color: red;">67%</span>                    | 63% <span style="color: red;">67%</span>             |
| <b>% achieving ARE in reading</b>                    | 75%                                     | 68% <span style="color: red;">75%</span>             | 60% <span style="color: red;">70%</span>                    | 67% <span style="color: red;">72%</span>             |

|                                |     |                |                |                       |
|--------------------------------|-----|----------------|----------------|-----------------------|
|                                |     |                |                |                       |
| <b>% achieving in writing</b>  | 50% | 57% <b>68%</b> | 93% (81%)      | <b>87%</b> <b>76%</b> |
| <b>% achieving in maths</b>    | 50% | 64% <b>75%</b> | 73% <b>80%</b> | <b>77%</b> <b>75%</b> |
| <b>KS2 Progress in Reading</b> |     |                | +1.66          | 3.14                  |
| <b>KS2 progress in Writing</b> |     |                | +2.60          | 2.87                  |
| <b>KS2 progress in Maths</b>   |     |                | 0.64           | 1.62                  |

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers (issues to be addressed in school, such as poor oral language skills)

- A.** In year 3 there are 13 PP children with 5 under achieving and PP children in other groups underachieving.
- B.** The social ,emotional and behavioural well-being of disadvantaged pupils affects their attitude and ability to learn.

### External barriers (issues which also require action outside school, such as low attendance rates)

- C.** 9 disadvantaged pupils are classified as persistent absentees across the school.
- D.** The social and emotional well-being and family circumstances of 20 disadvantaged pupils affects their attitude and ability to learn.
- E.** Increased attendance in enrichment activities including residential trips and after school clubs.

| Project/Action   | Identified Need  | Summary of intervention   | Amount of budget used | Outcome/Impact   |
|--|--|---|-----------------------|--|
| A) Teacher or teaching assistant 1:1 and small group support during English lessons. | Pupils in all classes who are achieving below expectations in English.   | During English lessons, teacher or teaching assistant support for individuals and groups.   | £13,000               | PP children make at least expected progress in reading and writing over the year.                                      |
| B) Teacher or teaching assistant 1:1 and small group support during maths lessons.   | Pupils in all classes who are achieving below expectations in maths.   | During maths lessons, teacher or teaching assistant support for individuals and groups.   | £5,700                | PP children make at least expected progress in maths over the year.  |
| C) Daily reading or twice weekly reading   | Some of PP children are not making expected progress in reading – either lack of interest, parent support or ability.  | Identified pupils read and discuss their reading daily /twice weekly (depending on reading age) with a teaching assistant.  | £6,200                | PP children make at least 3 terms progress in reading over the year.   |
| D) Fast track or small group phonics support in KS1.                                 | Pupils in KS1 who are achieving below expectations in phonics.   | Daily phonics intervention with a teaching assistant or teacher – in addition to the daily English lesson.  | £4,500                | PP children make at least three terms progress a year in reading.  |
| E) Grammar and punctuation booster groups for KS1.                                   | Pupils in Y2 who are achieving below expectations in writing.  | Weekly intervention in addition to their daily English lessons – led by a teaching assistant.   | £475                  | PP children make at least three terms progress in writing over the year  |
| F) Year 6 Booster Groups in maths and English  | Pupils in Y6 who are achieving below expectations in maths and English   | Twice weekly booster group intervention in maths and English – led by a teacher and in addition to daily maths and English lessons.   | £2,700                | PP children make at least expected progress in maths and English over the year   |
| G) Inclusion/Nurture Support Assistant   | Additional support needed to work alongside the Family Support/ Inclusion Worker to provide direct support for underachieving pupils/ pupils with social and emotional issues. | <ul style="list-style-type: none"> <li>•Provide 1:1 and small group SEN interventions for targeted pupils</li> <li>•Provide 1:1 and small group Emotional and Social support</li> <li>•Support individual pupils with attachment issues.</li> </ul> | £7,700                | PP children make at least three terms progress a year  |
| H) KS1 Learning Support Group  | Smaller group learning environment for children who need a more 'nurturing' environment in which to learn.   | KS1 'Nurture' Group every week for identified year 1 and 2 pupils who next extra PSED support on top of their additional learning needs.  | £400                  | Improved emotional well-being and attitude to learning. Reduce number of emotional outbursts ( serious incident book). |

|   |   |  |                |   |
|---|---|--|----------------|---|
| I) Inclusion Manager/Head teacher/Deputy Head   | Support for the children and their families together – to be able to identify global needs of the children and support the families to overcome these, eg housing, debt, behaviour, relationship, benefit issues.<br>In the past we have only identified a need at crisis point – part of the role of the FSW is ‘early intervention’ and referring families on for additional support. | <ul style="list-style-type: none"> <li>•Reducing any barriers to learning the children have, e.g. attendance and punctuality, behavioural, medical and social and emotional issues</li> <li>•Parenting skills – including routines and boundaries</li> <li>•Parental guidance and advice, eg debt, housing, benefits, entitlements</li> <li>•Advocacy in meetings</li> <li>•Referral for support from outside agencies</li> <li>•Provide parent training courses</li> <li>•Provide support and guidance to our Looked After Children</li> <li>•Child Protection and Child in Need cases</li> </ul> | £28, 860       | Improved attendance to at least 95% for PP. Reduce PP PA from 9 to 4 pupils.<br>All paper work and meetings are up to date for CP and CIN PP children.            |
| J )After school clubs   | To boost self-confidence and provide opportunities for our more disadvantaged pupils to ‘shine’.  | PP pupils given priority in our free/paid staff-led clubs. PP pupils targeted for paid clubs – offered free to them, e.g. drama and dance. Clubs run specifically for PP children.   | 0              | Greater equality in the access to enrichment opportunities outside the curriculum for all pupils<br>All disadvantaged pupils attend at least 1 after school club. |
| K) School Trips   | Some parents needed support in paying for school trips, especially the Years 4, 5 and 6 residential visits.   | Costs for the trips subsidised partly for all children where necessary, but PP children subsidised more heavily or offered for free.   | £2,239         | At least 1/3 of disadvantaged pupils who are able to participate in the residential visits attend them.   |
| L) Uniform  | Some parents need support to provide uniform  | Uniform items available at the uniform once a term for PP children   | 0              |   |
| <b>TOTAL:</b>   |   |  | <b>£71,787</b> |   |
| <p><b>The Pupil Premium Grant the school receives is used to support all the above activities, however the funding does not cover all the costs.</b><br/> <b>They are not solely aimed at PP children as a lot of our children have additional needs, but they are given priority.</b><br/> <b>All are priority needs of the school and are important in ensuring that PP children are given as much opportunity as possible to ‘close the gap’ on their peers.</b></p> |   |  |                |   |

## IMPACT OF SPENDING

All pupil premium pupils with attainment below age-related expectations have received appropriate support and intervention.

Closing the Gap strategies described above have helped to ensure that the majority of pupil premium pupils have made expected progress in reading, writing and maths. In Years 4, 5 and 6, pupil premium pupils have made greater than expected progress in reading, writing and maths, as outlined below:

### **Year One**

50% of PP pupils who received small group English support made expected progress in reading and 75% made expected progress in writing.  
60% of PP pupils who received small group phonics support passed the phonics screening test.

### **Year Two**

50% of PP pupils who received small group English support made expected progress in reading.  
67% of PP pupils who received grammar and punctuation booster support made better than expected progress in writing.  
57% of PP pupils achieved the expected standard in reading.  
57% of PP pupils achieved the expected standard in writing.  
57% of PP pupils achieved the expected standard in maths.

### **Year Three**

55% of PP pupils made expected progress in reading and maths.  
64% of PP pupils made expected progress in writing.

### **Year Four**

89% of PP pupils who received support in reading and/or writing made at least expected progress in reading. 22% made greater than expected progress in reading.  
100% of PP pupils who received support in reading and writing made expected progress in writing. 33% made greater than expected progress in writing.  
89% of PP pupils who received support in maths made expected progress in maths. 56% made greater than expected progress in maths.

### **Year Five**

100% of PP pupils who received support in reading and/or writing made at least expected progress in reading. 25% made greater than expected progress in reading.

100% of PP pupils who received support in reading and/or writing made at least expected progress in writing. 75% made greater than expected progress in writing.

100% of PP pupils who received support in maths made at least expected progress in maths.

## **Year Six**

### ***End of KS2 SATs results***

50% of PP pupils achieved the expected standard in reading.

50% of PP pupils achieved the expected standard in writing.

83% of PP pupils achieved the expected standard in maths.

### ***Progress from end of KS1 to end of KS2***

Reading progress of PP pupils = 4.1 (compared with 0.9 for the whole class)

Writing progress of PP pupils = 1.8 (compared with 3.6 for the whole class)

Maths progress of PP pupils = 5.6 (compared with 1.0 for the whole class)

## **Residential Visits**

Most pupil premium pupils in Years 4, 5 and 6 took part in residential visits to Castlerigg, Borwick or Liverpool. This enriched their learning and helped them gain confidence in new situations.

## **Attendance**

Attendance of pupil premium pupils has improved from 93.4% (2017-18) to 94.6%.