



THE CATHEDRAL CATHOLIC PRIMARY SCHOOL PUPIL PREMIUM FUNDING ALLOCATION PLAN 2019 - 2020

Number of pupils and Pupil Premium Grant received

Total number of pupils on roll	198
Total number of pupils eligible for Pupil Premium Grant (based on Ever 6)	55 (April 2019)
Amount of Pupil Premium Grant received per pupil	£1320.00
Number of Children Looked After and amount of grant	2 x £2,300
Total amount of Pupil Premium Grant allocated to school	£77,380
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.
- To ensure that PP children engage with a wide range of activities outside the curriculum.

1. Current attainment (September 2019)

	KS1		KS2	
	<i>Pupils eligible for PP in School</i>	<i>All pupils (national average)</i>	<i>Pupils eligible for PP in School</i>	<i>All pupils (national average)</i>
% achieving ARE in reading, writing and maths	50%	80% (65%)	33%	67% (65%)

% achieving ARE in reading	63%	87% (75%)	50%	70% (73%)
% achieving in writing	50%	80% (70%)	50%	77% (78%)
% achieving in maths	63%	83% (76%)	83%	83% (79%)
KS2 Progress in Reading			4.1	0.9
KS2 progress in Writing			1.8	3.6
KS2 progress in Maths			5.6	1.0

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)

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| A. | In every class there are PP pupils who are underachieving in reading, writing and maths. In all classes, attainment of PP pupils is below that of their peers. |
| B. | The social, emotional and behavioural well-being of disadvantaged pupils affects their attitude and ability to learn. |
| C. | Speaking and listening skills that are below expectations affect the ability to achieve and learn in all areas. |

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

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| C. | 8 disadvantaged pupils are classified as persistent absentees across the school. |
| D. | The social and emotional well-being and family circumstances of 16 disadvantaged pupils affects their attitude and ability to learn. |
| E. | PP pupils generally attend few enrichment activities and after school clubs. |

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, particularly writing.	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.	£7,000	PP children make at least expected progress in maths over the year.
C) Daily reading or twice weekly reading	PP children who 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.	£1,500	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.	£3,500	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.	£500	PP children make at least three terms progress in writing over the year
F) English small group intervention outside the English lesson in KS2	Pupils in KS2 who are achieving below expectations in reading and/or writing.	Weekly intervention in addition to their daily English lessons – led by a teaching assistant.	£2,000	PP children make at least three terms progress in reading and writing over the year
G) 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
H) Two learning mentors and nurture support worker	Increased need for family support and emotional support to provide early family help. Additional support to work alongside the inclusion manager to provide direct support for underachieving pupils/ pupils	<ul style="list-style-type: none"> •Provide 1:1 and small group Emotional and Social support •Support individual pupils with attachment issues. •Reducing any barriers to learning the children have, e.g. attendance and 	£21,431	Improved attendance to at least 95% for PP pupils (current average attendance for PA PP pupils is 84%). PP children make at least three terms progress a year

	with social and emotional issues and support for their families.	punctuality, behavioural, medical and social and emotional issues <ul style="list-style-type: none"> •Support families who require additional support and services. 		
I) Inclusion Manager/Head teacher/Deputy Head time	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.	<ul style="list-style-type: none"> •Reducing any barriers to learning the children have, e.g. attendance and punctuality, behavioural, medical and social and emotional issues •Parenting skills – including routines and boundaries •Parental guidance and advice, eg debt, housing, benefits, entitlements •Advocacy in meetings •Referral for support from outside agencies •Provide parent training courses •Provide support and guidance to our Looked After Children •Child Protection and Child in Need cases 	£20,000	Improved attendance to at least 95% for PP pupils (current average attendance for PA PP pupils is 84%) . Reduce PP PA from 8 to 4 pupils. All paper work and meetings are up to date for CP and CIN PP children.
J) Lunchtime activities	Pupils who find it difficult to play and socialise with others at playtime.	Activities led by TAs to encourage social skills, develop self-confidence and skills for playing with others	£1,500	PP pupils engage in activities that develop their self-confidence, cooperation and social skills.
K)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.	£1,500	Greater equality in the access to enrichment opportunities outside the curriculum for all pupils All pupil premium pupils attend at least 1 after school club.
L) School Trips	Families who need support in paying for school trips, especially the residential visits in Years 4, 5 and 6.	Costs for the trips subsidised partly for all children where necessary, but PP	£2,000	At least 90% of pupil premium pupils who are able to

		children subsidised more heavily or offered for free.		participate in the residential visits attend them.
M) Uniform	Some parents need support to provide uniform	Uniform items available at the uniform once a term for PP children	£500	Pupils are equipped appropriately for school.
N) Breakfast club, afterschool club, holiday club	Pupils who benefit from further structured social time outside the school day.	Attendance at breakfast club, afterschool club or holiday clubs to participate in organised activities and play.	£1000	Pupils participate in an increased range of activities that support social and emotional development.
TOTAL:			£78,131	
<p>The Pupil Premium Grant the school receives is used to support all the above activities, however the funding does not cover all the costs.</p> <p>They are not solely aimed at PP children as a lot of our children have additional needs, but they are given priority.</p> <p>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.</p>				

IMPACT OF SPENDING

DUE TO STALLING OF THE ACADEMIC YEAR ON 20th MARCH 2020, AS A RESULT OF COVID19, THE IMPACT IS BASED ON PROGRESS BETWEEN JULY 2019 AND MARCH 2020

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 2-6, some pupil premium pupils have made greater than expected progress in reading, writing and maths, as outlined below:

Year One

80% of PP pupils made expected progress in reading, writing and maths.

Year Two

100% of PP pupils made expected or better (8%) progress in reading.

89% of PP pupils made expected or better progress in writing.

100% of PP pupils made expected or better (8%) progress in maths.

62% of PP pupils achieved age-related expectations in reading.

62% of PP pupils achieved age-related expectations in writing.

69% of PP pupils achieved age-related expectations in maths.

Year Three

67% of PP pupils made expected progress in reading.

83% of PP pupils made expected or better (17%) progress in writing.

83% of PP pupils made expected or better (17%) progress in maths.

Year Four

100% of PP pupils made expected or better (45%) progress in reading.

100% of PP pupils made expected or better (18%) progress in writing.

91% of PP pupils made expected or better (27%) progress in maths.

Year Five

88% of PP pupils made expected progress in reading.

88% of PP pupils made expected progress in writing.

75% of PP pupils made expected progress in maths.

Year Six

Based on Teacher Assessment in March 2020

100% of PP pupils made at least expected progress in reading, writing and maths.

22% of PP pupils made better than expected progress in reading and writing.

11% of PP pupils made better than expected progress in maths.

100% of PP pupils achieved age-related expectations in reading.

89% of PP pupils achieved age-related expectations in writing.

100% of PP pupils achieved age-related expectations in maths.

Residential Visits

100% of Y4 pupils eligible for PPG planned to take part in a residential visit to Castlerigg Manor (postponed due to COVID19).

78% of Y5 pupils eligible for PPG took part in a residential visit to Borwick Hall. This enriched their learning and helped them gain confidence in new situations.

Participation in out-of-class activities

There was an increase in the number of pupils who are eligible for PPG who took part in afterschool activities and other out-of-class sporting activities. This helped to boost confidence and self-esteem as well as helping children to acquire and improve a range of skills from sporting activities to singing and craft activities.